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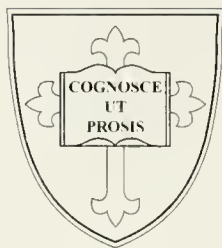


# BREVARD COLLEGE



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## BREVARD COLLEGE CATALOG 2005-2006

*This catalog is designed to assist prospective and current students, parents, and high school counselors, as well as the faculty, staff, alumni, and friends of the College. It portrays the College in all its complexity, its essential purpose and its history, its individual faculty members and the classes they teach, its leadership opportunities and recreational programs, its campus facilities and its surrounding communities, its traditions and regulations, and the financial aid programs that make it possible for students from every economic background to enjoy the benefits of a Brevard College education.*

### EQUAL OPPORTUNITY POLICY

Brevard College does not discriminate in admissions, educational programs, or employment on the basis of race, color, religion, sex, national origin, age, disability, or veteran's status and prohibits such discrimination by its students, faculty and staff. Students, faculty, and staff are assured of participation in college programs and in use of facilities without such discrimination. The College also complies with all applicable federal and North Carolina statutes and regulations prohibiting unlawful discrimination. All members of the student body, faculty, and staff are expected to assist in making this policy valid in fact.

### NOTICE: INFORMATION IS SUBJECT TO REVISION

Information in this catalog is current through June 2005. Brevard College reserves the right to change programs of study, academic requirements, fees, and College policies at any time, in accordance with established procedures, without prior notice. An effort will be made to notify persons who may be affected. The provisions of this catalog are not to be regarded as an irrevocable contract between the student and the College. This catalog has attempted to present information regarding admissions requirements, courses and degree requirements, tuition, fees, and the general rules and regulations of the College for the years stated as accurately as possible. This does not, however, preclude the possibility of changes taking place during the academic year covered. If such changes occur, they will be publicized through normal channels and will be included in the catalog of the following printing.

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# TABLE OF CONTENTS

<b>General Information .....</b>	<b>4-7</b>	<b>General Curriculum</b>	
Mission .....	4	<b>Information .....</b>	<b>62-67</b>
Facts About the College .....	5	Curriculum .....	62
Accreditations .....	7	General Education Curriculum .....	62
		General Education Requirements .....	64
		Academic Programs .....	66
<b>Academic Calendar .....</b>	<b>8-10</b>		
<b>Admissions .....</b>	<b>11-16</b>	<b>Major Programs .....</b>	<b>68-107</b>
The Application Process .....	11		
Categories of Admission .....	14	<b>Minor Programs .....</b>	<b>107-121</b>
Accelerated Programs .....	15		
Immunization Requirement .....	16	<b>Course Descriptions .....</b>	<b>122-184</b>
		Individualized Learning	
<b>Financial Information .....</b>	<b>17-29</b>	Opportunities .....	122
Expenses .....	17	Academic Support Courses .....	123
Explanation of Fees .....	17	Courses .....	124
Financial Aid .....	20		
Financial Aid Refund Policy .....	26	<b>Personnel Directory .....</b>	<b>185-197</b>
Scholarship Funds .....	27	Faculty .....	185
		Faculty Emeriti .....	190
<b>Student Life &amp;</b>		Administration .....	193
<b>Support Services .....</b>	<b>30-39</b>	Board of Trustees .....	197
Campus Life .....	30	Board of Visitors .....	197
Student Services .....	36		
Student Spaces On & Off Campus .....	38	<b>Index .....</b>	<b>198-202</b>
		Index .....	198
<b>Academic Procedures &amp;</b>		Key Office Contacts .....	back inside cover
<b>Support Services .....</b>	<b>40-61</b>		
Academic Support .....	40		
Academic Standards .....	42		
Graduation Requirements .....	42		
Academic Progress .....	46		
Procedures .....	50		
Policies .....	55		
Special Programs & Opportunities .....	56		
Honors & Awards .....	59		

# MISSION

*Cognosce ut prosis*

(“Learn in Order to Serve”)

Brevard College is a baccalaureate, residential, church-affiliated institution situated in the Southern Appalachian mountains. Offering an education in theoretical and applied liberal arts, Brevard engages and challenges students in integrating knowledge and practical experience. The programs and opportunities of the College provide graduates the foundation for further formal study, meaningful vocations, responsible citizenship, and lifelong personal and professional development.

Brevard College carries out this mission through the following distinguishing commitments:

1. nurturing the personal and holistic development of each student—intellectually, spiritually, physically, emotionally, socially, and vocationally—within a diverse and mutually respectful community;
2. providing the resources to sustain academic excellence in both the general education program and the major disciplines;
3. helping students to discern connections across disciplines and cultivating creative, critical, and synthesizing habits of thought;
4. exposing all students to issues in ecological awareness and the practice of environmental stewardship;
5. offering a cross-section of leadership and service opportunities that enable students to move successfully from the microcosm of the campus into the macrocosm of their future communities;
6. enhancing critical appreciation of the fine and performing arts among students and within the community by maintaining the college’s outstanding traditions in these areas;
7. practicing good institutional citizenship by valuing the resources of the Appalachian region and sharing the college’s resources with its surrounding community;
8. building upon the college’s heritage as an institution founded by the United Methodist Church, honoring inclusive values and commitments of the Christian intellectual tradition in dialogue with other faiths and worldviews.



# FACTS ABOUT THE COLLEGE

Date Founded	1853. Oldest college or university in the mountains of North Carolina.
Type of College	Four-year private, coeducational, comprehensive liberal arts college; affiliated with the Western North Carolina Conference of The United Methodist Church.
Calendar	Two semesters—fall, spring.
Campus & Location	120-acre campus within the city of Brevard, North Carolina; close to the Pisgah National Forest, DuPont State Forest, Blue Ridge Parkway, the Great Smoky Mountains National Park, the city of Asheville, the Asheville Regional Airport and the Greenville-Spartanburg Airport.
Degree Programs	Bachelor of Arts; Bachelor of Music; Bachelor of Science.
Majors	Art; Biology; Business and Organizational Leadership; Criminal Justice; English; Environmental Science; Environmental Studies; Exercise Science; General Science; Health Science Studies; History; Integrated Studies; Mathematics; Music; Music Education; Psychology; Religious Studies; Theatre Studies; Wilderness Leadership and Experiential Education.
Pre-Professional	Pre-Law, Pre-Dentistry, Pre-Medicine, Pre-Veterinary and Teacher Licensure.
Special Programs, Opportunities	Honors Program; honor societies; Institute for Women in Leadership; double major; dual enrollment; internships; study abroad; independent study; teacher licensure program; experiential studies (Pisgah National Forest, Great Smoky Mountains National Park, Cradle of Forestry, regional museums, area orchestras); interdisciplinary studies; Academic Enrichment Center; Appalachian Center for Environmental Education.
Faculty	53 full-time faculty; 77 percent hold the terminal academic degree in their field; 60 percent hold tenure; student-faculty ratio is 11:1.
Student Profile (2010-2011)	638 students from 33 states and 10 foreign countries; 97 percent full-time; 76 percent residential; 58 percent male, 42 percent female; 52 percent in-state students, 48 percent out-of-state and international students.



and over 3,000 periodicals. Internet-accessible databases containing indexes, abstracts, and thousands of full-text and digital resources are available from EBSCO, Gale/InfoTrac, JSTOR, Lexis/Nexis, ProQuest, and other online database vendors. The resources of NC LIVE provide access to a vast range of unique informational and educational resources. Curriculum materials to support teacher education are also available. Other affiliations include the American Library Association (ALA), Appalachian College Association (ACA), North Carolina Independent Colleges and Universities (NCICU), and the Southeastern Library Network (SOLINET).

**Financial Aid**

87 percent of students receive merit-based and/or need-based scholarships, grants, and loans; \$7 million in aid was coordinated for Brevard College students in 2003-2004 for 578 students.

**Residence Halls**

Three options: two traditional style residence halls and one apartment-style residential village primarily for sophomores, juniors, and seniors.

**Information  
Technology**

All academic buildings and residence halls are connected to the campus high-speed fiber-optic network. All residence hall rooms are wired to provide students with access to the campus network and Internet resources. The campus network consists of a server farm, student labs, library lab, as well as faculty and staff PCs. Special Macintosh labs are provided for Art and Music students in the Sims Art Center and Dunham Music Center. The College is also served by a distance learning lab located at the Information Technology Center.

# ACCREDITATIONS

## Official Accreditations

Brevard College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097; Telephone number 404.679.4500) and the University Senate of The United Methodist Church to award degrees at the baccalaureate level. Brevard College is an accredited institutional member of the National Association of Schools of Music.

## Memberships

American Association of Collegiate Registrars and Admissions Officers  
American College Testing Program  
American Counseling Association  
American Library Association  
American Society for Quality  
Appalachian Athletic Conference  
Appalachian College Association  
Association of Governing Boards of Universities and Colleges  
Carolinas Association of Collegiate Registrars and Admissions Officers  
College Art Association  
College Entrance Examination Board  
Council for Higher Education, The United Methodist Church  
Council for Higher Education, Western North Carolina Conference  
Council for the Advancement and Support of Education  
Council of Independent Colleges  
Independent College Fund of North Carolina  
Mathematical Association of America  
Mountain College Library Network  
Music Library Association  
National Association for Campus Activities  
National Association for College Admissions Counseling  
National Association of College and University Business Officers  
National Association of Independent Colleges and Universities  
National Association of Intercollegiate Athletics  
National Association of Intercollegiate Athletics Region XII  
National Association of Schools and Colleges of The United Methodist Church  
National Association of Schools of Music  
National Association of Student Financial Aid Administrators  
National Association of Student Personnel Administrators  
North Carolina Association of Colleges and Universities  
North Carolina Independent Colleges and Universities  
North Carolina Association of Student Financial Aid Administrators  
North Carolina Center for Independent Higher Education  
Private College Consortium for International Studies  
Southeastern College Art Conference  
Southeastern Association of Housing Officers  
Southeastern Library Network  
Southern Association of College Admissions Counselors  
Southern Association of Colleges and Schools (Commission on Colleges)  
Southern Association of Collegiate Registrars and Admissions Officers  
Southern Association of Student Financial Aid Administrators

# ACADEMIC CALENDAR

## *FALL SEMESTER 2005*

August 16-18, 2005 Tuesday-Thursday	Faculty Development/Governance Days
August 24, 2005 Wednesday	Classes Begin
August 30, 2005 Tuesday	Last day to add courses
September 6, 2005 Tuesday	Last day to withdraw from a course without a record
September 7, 2005 Wednesday	First day to withdraw from a course with a grade of W
October 3, 2005 Monday	Graduation applications for May 2006 and Summer 2006 due in the Office of the Registrar
October 12, 2005 Wednesday	Mid-term Grades due
October 15-18, 2005 Saturday-Tuesday	Fall Break
November 7-11, 2005 Monday-Friday	Pre-registration for spring 2006 semester
November 18, 2005 Friday	Last day to withdraw from a course with a grade of W
November 21, 2005 Monday	First day to withdraw from a course with a grade of WP or WF
November 23-27, 2005 Wednesday-Sunday	Thanksgiving Break
December 6, 2005 Tuesday	Last day of Classes Last day to withdraw from a course with a grade of WP or WF
December 7, 2005 Wednesday	Reading Day
December 8-13, 2005 Thursday-Tuesday	Final Exams

*SPRING SEMESTER 2006*

January 5-6, 9, 2006 Thursday, Friday, Monday	Faculty Development/Governance Days
January 11, 2006 Wednesday	Classes Begin
January 17, 2006 Tuesday	Last day to add courses
January 24, 2006 Tuesday	Last day to withdraw from a course without a record
January 25, 2006 Wednesday	First day to withdraw from a course with a grade of W
February 20, 2006 Monday	Graduation applications for December 2006 due in the Office of the Registrar
March 1, 2006 Wednesday	Mid-term Grades due
March 4-12, 2006 Saturday-Sunday	Spring Break
March 27-31, 2006 Monday-Friday	Pre-registration for fall 2006 semester
April 7, 2006 Friday	Last day to withdraw from a course with a grade of W
April 10, 2006 Monday	First day to withdraw from a course with a grade of WP or WF
April 17, 2006 Monday	Easter Break
April 26, 2006 Wednesday	Honors and Awards Day
May 1, 2006 Monday	Last day of Classes Last day to withdraw from a course with a grade of WP or WF
May 2, 2006 Tuesday	Reading Day
May 3-8, 2006 Wednesday-Monday	Exams
May 12-13, 2006 Friday-Saturday	Commencement

# TENTATIVE ACADEMIC CALENDAR

(ABBREVIATED)

## FALL SEMESTER 2006

August 23, 2006 Wednesday	Classes Begin
October 14-17, 2006 Saturday-Tuesday	Fall Break
November 22-26, 2006 Wednesday-Sunday	Thanksgiving Break
December 5, 2006 Tuesday	Last day of Classes Last day to withdraw from a course with a grade of WP or WF
December 6, 2006 Wednesday	Reading Day
December 7-12, 2006 Thursday-Tuesday	Final Exams

## SPRING SEMESTER 2007

January 10, 2007 Wednesday	Classes Begin
March 3-11, 2007 Saturday-Sunday	Spring Break
April 9, 2007 Monday	Easter Break
April 18, 2007 Wednesday	Honors and Awards Day
April 30, 2007 Monday	Last day of classes Last day to withdraw from a course with a grade of WP or WF
May 1, 2007 Tuesday	Reading Day
May 2-7, 2007 Wednesday-Monday	Final Exams
May 11-12, 2007 Friday-Saturday	Commencement



# ADMISSIONS

Brevard College seeks to admit students who distinguish themselves by their talents, creativity, adventurous spirit, motivation, and concern for others. At Brevard, students will have every opportunity to take advantage of our educational programs, small classes, and caring faculty in order to realize their potential as students and as leaders among their peers.

The College is interested in enrolling students who give proof of academic curiosity, creativity, and community concern. We actively seek those who add diversity to the student body and welcome students of any race, national origin, religious belief, gender, or physical ability. We seek students who will contribute their energies to the campus community and display a willingness to place themselves in situations which call for personal initiative and leadership.

An admissions staff of energetic and caring people invites all interested students to visit and learn about our special community. The application process is straight-forward and candidate-oriented, so that the admissions staff serves as the applicant's advocate. For the latest admissions information, visit the College's Web site at [www.brevard.edu](http://www.brevard.edu)

## THE APPLICATION PROCESS

When the applicant's file is complete, the Admissions Committee reviews the file and notifies the candidate of the decision. Decisions are made on a rolling basis.

An applicant's file is complete when the following has been received:

1. A completed application, including essay, and nonrefundable \$30 application fee.
2. Official transcript(s) showing all high school work, grades, and test scores. Transfer students must also submit transcript(s) showing all college work attempted, grades, and test scores, if applicable.
3. Official scores from the SAT (Scholastic Aptitude Test) or the ACT (American College Test) may be sent directly to the College (Fill in Code 5067 for the SAT and Code 3074 for the ACT). For international students to whom English is a second language, the TOEFL (Test of English as a Foreign Language) scores are required if SAT/ACT is not available.
4. For students wishing to be considered for degree programs in music an audition with a member of the Brevard College music faculty is required.

Since not all persons are suited for membership in our academic community, the College has the sole right to make admissions decisions, including the right to cancel an offer of admission once proffered if, on the basis of new information, it appears that such cancellation is in the best interest of the student and/or the College.

# CATEGORIES OF ADMISSION

## Freshmen

For those who have not successfully completed at least two semesters of college-level work (24 semester hours or 36 quarter hours of credit), the high school transcript should show successful completion of college-preparatory work, including four units of English, three units of mathematics, and courses in social studies, laboratory sciences, foreign language, and the arts. The program at Brevard College requires completion of Core Requirements which include studies in the above fields. Students planning to major in music or art should show competencies in their selected field and will be asked to audition for music or to submit a portfolio of ten slides of their work for art.

## Transfer Students

Applicants who have attended other institutions of higher learning or taken courses online will be considered for admission as transfer students provided: 1) they are eligible, both socially and academically, to return to the college last attended, and 2) they present a grade point average equal to that expected for continuation at Brevard College.

In the evaluation of transcripts, the following principles shall apply:

1. Credit will be accepted only from colleges and universities which are accredited as university-parallel institutions.
2. Credit will be given only for college-level courses in which the grade is at least a C-.
3. No credit shall be recorded until an official transcript has been received.
4. Equivalent credit will be awarded for courses similar in content to courses offered at Brevard College.
5. Elective credit will be awarded only for courses appropriate to the student's educational program.
6. Transfer courses not offered at Brevard College may be used to satisfy Core, Major, and/or Minor requirements, provided the courses meet the same level and similar content; approval is required from the advisor, Major coordinator, and the division chair, with written documentation from the division chair approving the substitute course.
7. At least 32 hours of work must be taken at Brevard College in order to earn the baccalaureate degree and no more than 92 credit hours from other institutions may be applied toward graduation.
8. Transfer students must meet all current requirements for graduation.

## Student Athletes

Student athletes must meet all aforementioned requirements. In order to be eligible to participate in competitive intercollegiate athletics, student athletes must meet NAIA eligibility requirements. Please refer to the Athletic section, page 35.

## Home-Schooled Students

Brevard College is an equal opportunity institution. Admission standards are established to help ensure student success in the academic experience. Homeschool applicants should complete a Brevard College application with supporting GED information and submit ACT or SAT scores. Some types of financial aid are not available unless a student has either a high school transcript or GED. Students and parents are encouraged to contact the Financial Aid Office for complete information.

If GED information is not available, Brevard College will consider the following documentation (listed in rank order) in determining the acceptability of the applicant for admission:

1. High school transcripts from accredited high schools, or
2. ACT or SAT scores, or
3. Documentation from home school agency, local school district, or State Department of Education, or
4. Submission of reading lists, certification from instructors, documentation of grades, letters of recommendation, portfolios, essays/writing samples, and COMPASS/ASSET/MEAP assessment scores.
5. Admissions interview with possible faculty consultation.

Students admitted under option 4 are required to enroll in appropriate developmental courses during their first term as determined by their COMPASS/ASSET/MEAP scores. Otherwise, the admissions process and procedures are the same as outlined for all students.

## Nontraditional Students

Brevard College offers the opportunity to individuals who demonstrate, by means other than the normal procedure, their readiness to succeed in college-level study. These individuals must submit a regular application with all available transcripts. Requests for exceptions to regular admissions procedures or standards should be made in writing and submitted to the Vice President for Enrollment Management along with the application.

## International Students

Brevard College seeks to add diversity to our student body through the acceptance of eligible international candidates. All students who are neither citizens nor legal residents of the United States must submit the following information:

1. A completed application, including essay and application fee of U.S. \$30.
2. Results (500+ paper-based, 203 computer) of the Test of English as a Foreign Language (TOEFL), if English is not the native language, sent directly to Brevard College. (Fill in Code 5067 for Brevard College TOEFL score receipt.) Appropriate SAT or ACT scores are acceptable as well.
3. Completed "International Student Financial Aid" form.
4. Official transcripts showing in detail all secondary and post-secondary study. Certified English translations must accompany all documents not presented in English. Photostats must be notarized as true copies of the original documents.
5. Transfer/Visa Certification Form for students currently attending a college or university in the United States.

## Transients

Students who are eligible to return to the college last attended may, subject to the approval of the Vice President for Academic Affairs, register as transient students on a space-available basis. Such applicants do not need to present transcripts, but they should have in their files a letter from the college last attended listing approved courses, along with an application form and fee. Admission as a transient student is ordinarily granted for one term only.

Transient students who are trying to take English courses numbered higher than ENG 111 will be allowed to do so provided they sign an agreement stating that they are transient students and that, if they decide to attend Brevard College full-time or if they decide to graduate from Brevard College, they may need to take ENG 111 and ENG 112.



## Conditional Admission

Brevard College considers high school graduates who demonstrate readiness to do college-level work but who have not achieved all of the requisite competencies. The purpose of conditional admission is to provide a student with a semester of personal and academic support, which will increase the likelihood of the student's success at Brevard College. Because of this admission status, the first semester coursework is prescribed for the student by the Academic Advising Office and is based on high school performance, SAT/ACT scores, and other placements tests. The student may be required to take some courses that will not count toward graduation, but will address foundation skills necessary when pursuing a college education. These courses will count in the semester load allowing the student to maintain full-time status during the semester, and may also include a course or courses in areas of interest or proposed major. Second semester status and future advising are based on the outcome of the first semester on campus.

Application for conditional admission includes all standard processes as listed above, but may include additional procedures and/or documentation, such as interview, campus visit, letters of recommendation, etc.

## Part-Time, Non-Degree Students

An individual who wishes to take courses as a part-time, non-degree seeking student at Brevard College may apply and register for classes in the Office of the Registrar. The student may audit a class or take a class for credit on a space-available basis. Students may retain this status until they have earned twenty semester hours, after which they will need to complete an application with the Office of Admission.

## Readmission

A student who has withdrawn or been suspended from Brevard College and who desires to return must submit an application for readmission to the Office of Admission. If the student has been enrolled at another institution, a transcript must be provided along with a statement of honorable dismissal.

In such cases, the student will be required to demonstrate both good citizenship and readiness to do college-level work. Readmission is never automatically guaranteed.

## Academic Forgiveness Policy

Students who have previously attended Brevard College and have either: (1) been in non-attendance for twenty-four consecutive months or more or (2) have earned an Associate Degree from an accredited institution may choose the Academic Forgiveness Policy upon readmission by signing a statement accepting the following provisions:

1. All non-remedial courses taken previously with a passing grade of C- or higher will be counted toward graduation and the satisfaction of Core Requirements, if applicable. These courses will appear on the official academic record but will not be counted in the computation of the overall GPA.
2. A readmitted student may elect to use the Academic Forgiveness Policy only once.

## Enrollment Deposit

Upon receipt of an acceptance decision, a new residential student should submit an enrollment deposit of \$200. The enrollment deposit for reentering and commuting students is \$50. Deposits are refundable until May 1 for fall semester and December 1 for spring semester.

## ACCELERATED PROGRAMS

### Dual Enrollment

Academically talented students, who are seniors in high school, have the opportunity to enhance their academic experience by taking regular college courses at Brevard College. Up to 12 semester hours of credit may be taken at Brevard College. These candidates must file an application. For further information, contact your high school guidance counselor or the Vice President for Enrollment Management.

### Early Admission

Students who are on track to graduate from high school and have completed 12 units of high school work with above average grades will be considered for admission, upon the completion of the application process heretofore described. Applicants are also required to take the SAT or ACT examinations. For further information, contact the Vice President for Enrollment Management at Brevard College.

### Credit by Examination

The College awards credit for the subject examinations of the Advanced Placement (AP) and the College Level Examination Program (CLEP) and the International Baccalaureate (IB). Credit also may be awarded on the basis of institutional examinations. Ordinarily, such examinations should be taken prior to enrollment at Brevard. For more information concerning AP, CLEP, or IB, students should contact the Office of Admission, the chair of the appropriate division, or their faculty advisors.

### Credit for Experiential Learning

Credit for job-related experience and expertise is granted under the following conditions:

1. The credit must be related to the curriculum and program of study at Brevard College under which the student is enrolled.
2. Appropriate documentation must be provided by the student to be evaluated by the Registrar, the Chair of the Division, and/or the major coordinator.
3. Credit in a specific subject may be awarded by examination, upon request to the Chair of the Division.



## IMMUNIZATION REQUIREMENT

North Carolina State Law GS130-A-155.1 requires ALL college students to have a Certificate of Immunization. The student must give the dates for all required immunizations.

The Certificate must be signed by a physician or health department official. In addition, Brevard College requires of each applicant a medical history and a physical examination prior to enrollment. The medical history will provide health services and the College administration with information necessary to assist each student in meeting the mental, physical, and social demands of college life. These required forms will be provided and must be returned prior to registration.

# FINANCIAL INFORMATION

## EXPENSES

Brevard College makes every effort to offer quality educational programs while keeping costs as reasonable as possible. At Brevard College, students are able to obtain an education for less than the actual cost of instruction and other student services. The difference is provided through the support of The United Methodist Church, earnings on endowment investments, and gifts from friends of the College. Every student, regardless of family resources, is supported by institutional funds and could, therefore, be considered a recipient of scholarship assistance.

Many students are offered work opportunities which allow them to earn a portion of their college expenses. Others may qualify for scholarships, grants, loans, and other awards under a comprehensive financial assistance program. (For more information, see Financial Aid, page 20.)

While the College makes a sincere effort to project the actual cost of attendance, the Board of Trustees reserves the right to make necessary adjustments in fees at any time.

### 2005-2006 TUITION AND FEE SCHEDULE FOR FULL-TIME STUDENTS (Fall and Spring Semesters)

	COMMUTING	RESIDENTIAL
Tuition	\$15,620	\$15,620
Room/Board*	0	\$5,980
Telecommunications Fee	\$160	\$760
Health Services Fee	\$170	\$170
Parking Fee	\$105	\$105
Student Government Fee	\$40	\$40
<b>Total Cost**</b>	<b>\$16,015</b>	<b>\$22,570</b>

Rates for the 2006-2007 academic year will be approved at the winter 2006 Board of Trustees meeting by April 1, 2006.

\*The room and board quote above is for Central Campus residence halls. Room and board for the Residential Village and West Jones Residence Hall is \$6,430 per year.

\*\*For North Carolina residents, total costs are reduced by the NC Legislative Tuition Grant. For the 2004-2005 academic year, the rate was \$1,800.

## EXPLANATION OF FEES

### Full-Time Student Tuition

Students taking 12 to 19 credit hours are considered full-time students. An overload fee will be charged to students taking 20 credit hours or more. For the 2005-06 academic year, the fee is \$340 per credit hour for each additional hour. Music ensemble, athletics and other institutionally-required programs may be exempted from the overload fee. See the Finance Office for more details.

## Part-Time Student Tuition

Students taking 11 or fewer credit hours pay a credit hour rate for the number of credit hours requested. For the 2005-2006 academic year, the fee is \$340 per credit hour for the first 1-5 hours, and \$620 per credit hour for 6-11 hours. When a student reaches 6 or more hours, all hours are charged at \$620 per hour.

## Special Tuition

Individuals 55 years or over, with permission of the instructor, are eligible to request a discount for credit coursework. For the 2005-06 academic year, the fee is \$155 per credit hour for 1-6 hours and/or \$620 per credit hour for 7-11 hours. When a student reaches 6 or more hours, all hours are charged at \$620 per hour.

## Room

The Residence Hall Agreement is a contract and obligates the student for a full session of housing, even if the room is vacated before the close of the session. A signed Residence Hall Agreement is required before a student may occupy a room. The availability of single-occupancy rooms is very limited. When space is available, applications for such accommodations should be made to the Housing Office. For 2005-2006, a surcharge of \$950 per year is added to normal room and board costs for all residence halls. Single room assignments are made on a semester basis. Preference is given to juniors and seniors. A micro-fridge unit is available to all students. Use of laundry facilities is included in the cost of the room.

## Board

All students living in campus housing for the 2005-06 academic year are required to participate in one of three different meal plans. Residential students can choose among an unlimited access plan with \$50 declining balance per semester, a 14 meal-per-week plan with \$125 declining balance per semester, or a 10 meal-per-week plan with \$175 declining balance per semester. Declining balance dollars can be used at any dining location, including Java City and Coltrane Commons Food Court. Special plans are available for commuting students, as well. Please contact Dining Services at 828.884.8183 for further information, or visit their web site at [www.brevard.edu/campus\\_dining](http://www.brevard.edu/campus_dining).

## Telecommunications Fee

The telecommunications fee includes in-room phone service, internet access, extended basic cable television, 24-hour lab access, an e-mail account with server storage space, and a licensed copy of Microsoft Office XP®.

## Health Services Fee

The health services fee maintains the Campus Infirmary and allows limited access to the Physician-on-call.

## Parking Fee

The parking fee provides the privilege of bringing a car on campus and parking it in the appropriately designated areas. Parking regulations are strongly enforced. Parking decals may be purchased per semester for \$70 each semester, or per academic year for \$105 (a savings of \$30). Parking fees are non-refundable. Students who are dual enrolled or ages 55 or greater may purchase a decal for \$20 per semester.

Student Government Association Fee

To assist the Student Government Association in its support of other student organizations across campus, a membership fee of \$20 per semester is collected from every student.

Additional Costs and Fees

Books, special charges for instruction in music, supplies for art, special tutoring, and incidentals are not included in the previous totals. Some classes may require additional fees. Those fees are available in the *Schedule of Courses* each semester. Textbooks and supplies can be acquired at King’s Creek Books and may cost as much as \$350-\$400 per semester.

Special Charges:

Application Fee .....	\$30	Enrollment Deposit .....	\$200
Graduation Fee .....	\$75	Readmittance .....	\$50
Audit, per hour .....	\$50	Late Registration Fee .....	\$50
Credit by Examination .....	\$150	Orientation Fee .....	\$95

Student Insurance:

All students are required to provide proof of primary insurance. Your tuition includes secondary student coverage which will coordinate coverage with your personal primary plan. Proof of primary coverage is required of all students. All students should refer to the Student Handbook for further details. Student athletes should refer to the Athletic Handbook for further details. International students who do not provide proof of primary coverage must purchase a limited primary plan. The rate for 2005-2006 is \$175 per semester or \$350 per academic year. This amount will be billed to your student account until adequate proof of primary coverage is provided.

Damages:

Students are responsible for any damages to College property and/or equipment. Charges will be assessed at cost and assigned to the individual(s) responsible for the damage by the Office of Campus Life. Students should carefully review the Student Handbook, which covers student responsibilities in all College facilities.

Payment of Fees

Charges are calculated on a semester basis and are payable in advance. The exact due dates will be reflected in the student’s Statement of Account (billing statement), which is normally mailed at least 30 days prior to the payment date. Students who do not register during the time provided will be charged a \$50 late registration fee. Financial aid, which has not been finalized (i.e., no Stafford Loan guarantee, no valid Pell Grant payment record, etc.), is not considered payment toward the student’s account. Payment will be expected by the beginning of each semester; once the financial aid has been finalized, the student may be eligible for a refund. Refunds are disbursed when funds have been received by the College. Brevard College accepts cash, personal checks, money orders, Visa, and MasterCard for payment of charges.

Persons desiring to pay fees in installments may consider a monthly payment plan, currently offered by Tuition Management Systems (TMS). For a minimal application fee this plan provides a low-cost, flexible method for spreading expenses for a single semester or a full academic year over several months. For more information, contact the Office of Business and Finance at 828.884.8263, contact TMS at 1.800.356.0350, or visit the TMS web site at [www.afford.com](http://www.afford.com).



## Financial Obligations to the College

Students will not be allowed to register or attend classes unless payment is remitted or until satisfactory financial arrangements are made. Furthermore, a student may not have an official or unofficial academic transcript released, and may not receive a diploma until all financial obligations have been met.

## Refund Policy

To properly withdraw from the College, the student must obtain a "Request For Withdrawal from Brevard College" form from the Office of the Vice President of Academic Affairs, complete the top portion of the form, and secure the signatures of the college counselor, Office of Business and Finance, campus life/resident director, and library. The completed form should be returned to the Office of the Vice President for Academic Affairs. All refunds are based on the date the student began the withdrawal process. Should the student cease class attendance without notifying the College, the midpoint of the semester will be used as the date of withdrawal. No refund will be granted for residence hall charges or other special charges or class fees once classes have begun.

Those students receiving financial aid\* should also refer to the financial aid refund policy (see page 26). The refund policy will be as follows:

Date of Withdrawal from College	% of Tuition & Board Refunded
During the first 7 calendar days	80 percent
During the second 7 calendar days	60 percent
During the third 7 calendar days	40 percent
During the fourth 7 calendar days	20 percent

## FINANCIAL AID

Opportunities for student financial aid are available to every student who can show either financial need, superior academic achievement, leadership and service, or talent in art, athletics, drama, or music. Brevard College makes every effort to help deserving students obtain financial assistance. The philosophy of the Financial Aid Office is to assist students in meeting their financial obligations to the College through need-based or merit-based grants, scholarships, loans, and work-study to the maximum extent possible based on eligibility and available funds. Brevard College does not discriminate on the basis of sex, race, color, handicap, religion, or national or ethnic origin in the administration of its financial aid resources.

All financial aid awarded to students at Brevard College is normally disbursed on a 50 percent basis each semester by crediting the student's account in the Finance Office. All students must be making satisfactory academic progress to be considered for any student financial assistance. In addition, all first-time Brevard College students must file the Free Application for Federal Student Aid (FAFSA) in order to be considered for any financial assistance (merit or need).

## The Brevard Scholars Program

Brevard Scholars receive academic scholarships of at least \$3,000 per year in recognition of high ability and achievement. To be considered for the program, a student must have a distinguished high school academic and leadership record and a minimum SAT total of 1100.



A variety of scholarship awards, ranging from \$3,000 to \$15,000, are designed to recognize and encourage exceptional interests and abilities. To be eligible for consideration, students are required to complete the admission application process. The scholarships are renewable based on maintaining a 3.0 grade point average. Students receiving a Duke Scholarship also will automatically be offered a work opportunity on campus.

### Academic Scholarships Awarded to Brevard Scholars

**The Duke Scholarships:** \$6,000 Angier B. Duke Scholarships are awarded annually by Brevard College to exceptionally gifted entering students. Recipients are designated Duke Scholars in honor of Angier B. Duke. All Duke Scholars will be invited to participate in a Scholars Competition, which could result in a top award of \$15,000.

**The Jones Scholarships:** \$4,000 Annabel Lambeth Jones Scholarships are awarded every four years by Brevard College to an exceptionally gifted student. Recipients are designated Jones Scholars.

**The Beam Scholarships:** \$4,500 C. Grier and Lena Sue Beam Scholarships are awarded each year on a competitive basis to qualified students. Recipients are designated Beam Scholars in honor of C. Grier and Lena Sue Beam, longtime benefactors of the College.

**The Sims Scholarships:** \$3,000 Allen H. Sims Scholarships are awarded each year to qualified students. Recipients are designated Sims Scholars in honor of Allen H. Sims, chairman emeritus of the Board of Trustees and longtime benefactor of the College.

**The Connestee Falls Scholarships:** These \$3,000 scholarships are awarded each year to incoming freshmen from Transylvania County on a competitive basis to qualified students.

### Limits on Non-Need Academic Scholarships

All non-need academic scholarships at Brevard College are awarded by the Office of Admissions and are subject to the following limitations:

1. If a student is awarded more than one academic scholarship, the final award shall be the higher of the two awards.
2. In no case shall the final award exceed the direct cost of attending Brevard College.
3. Brevard College reserves the right to modify, revoke, or add to any or all College scholarships.

### Achievement Awards

**Scouting Achievement:** A \$1,000 scholarship is awarded to every entering student who presents documented evidence of having achieved the Gold Award in Girl Scouts or the Eagle Scout Award in Boy Scouts. This scholarship is renewable based on maintaining satisfactory academic progress.

**Phi Theta Kappa:** A \$1,000 merit scholarship is awarded to every student transferring into Brevard College who was a member of Phi Theta Kappa National Honor Society for two-year colleges. This scholarship is renewable.

### Athletic Scholarships

Athletic scholarships are awarded to students displaying outstanding ability. Students who wish to be considered for athletic grants should correspond with the respective coach for details. Athletic awards are competitive and tryouts may be required. Renewal is not guaranteed. Intercollegiate programs for men and women include basketball, soccer, cross-

country, track and field and tennis. The College also supports women's softball and volleyball as well as golf and baseball teams for men.

## Talent Awards

Talent awards are granted to students displaying outstanding ability in music, theatre, and the visual arts as well as academic major areas. Qualifying students may be required to arrange an audition, tryout, or interview with the chairperson of the respective division. Art awards are granted upon the approval of a portfolio of ten slides of the student's work. Music awards are based on an audition. Amounts may vary according to individual ability. Renewal is not automatic.

## Need-Based Grants and Scholarships

There are a number of endowed scholarship funds established by supporters of the College, the interest from which is used to provide assistance to those students who have an established financial need as a result of filing a Free Application for Federal Student Aid (FAFSA). The FAFSA must be filed each year to determine eligibility for these funds.

## Transfer Student Scholarships

All transferring students will be considered for the following Brevard Scholarship academic scholarships:

**Duke Scholarships:** These scholarships require a minimum cumulative college grade point average of 3.50.

**Beam Scholarships:** These scholarships require a cumulative college grade point average of 3.25-3.49.

**Sims Scholarships:** These scholarships require a cumulative college grade point average of 3.00-3.24.

**Phi Theta Kappa (PTK) Scholarship:** Up to \$1,000 will be awarded to students who were members of PTK at their two-year college. Students must have been members of PTK for at least one semester.

**WNC Community College Transfer Scholarship:** Up to \$1,000 annually for full-time students who have graduated from or will be transferring a minimum of 24 credit hours from community colleges in Transylvania County, Buncombe County, Haywood County, or Jackson County. The determination of eligibility for this scholarship will be made by the Director of Financial Aid.

## Brevard College Work-Study Grants

A few work-study grants are awarded to students regardless of need in order to fill positions requiring special skills. These grants are fully funded by the College.

## Methodist Scholarship Awards

**National United Methodist Scholarships and Loans:** These scholarships and loans are granted upon recommendation by Brevard College and are subject to approval by the Board of Higher Education and Ministry of The United Methodist Church. Contact your local minister or write the Financial Aid Office at Brevard College for additional information.

**The Western North Carolina Bishop Scholarship Program:** Two \$1,000 Bishop's Scholarships are available each year. Renewable annually, these scholarships recognize the outstanding youth of our conference. Pastors must recommend candidates based on church service, citizenship, and scholastic achievement to the Financial Aid Office.

**Children of Ministers or Missionaries:** Children of ministers or missionaries serving the Western North Carolina Conference of The United Methodist Church will be granted the sum of \$2,000 annually toward tuition costs (or 100 percent of need, if greater). Children of Methodist ministers or missionaries serving outside the WNC Conference will be granted \$1,000 annually.

**The Western North Carolina Pastor's Scholarship:** One \$500 scholarship is available to every pastor of a United Methodist Church within the Western North Carolina Conference. Pastors must recommend candidates by completing the nomination form. The scholarship is renewable.

**Gift of Hope: 21<sup>st</sup> Century Scholars:** The United Methodist Church awards \$1,000 to 1,000 United Methodist students. Eligible students must have been a full, active member of a United Methodist church for at least three years, must demonstrate leadership within their church, must show how their education will provide leadership for the church/society by improving the quality of life of others, must be a citizen or permanent resident of the United States, must be enrolled in a full-time degree program, and must have a cumulative grade point average of 3.0. Financial need will be considered when awarding the scholarships.

**WNC Conference Scholarships:** A limited number of scholarships are available, in varying amounts, to students from United Methodist churches in the WNC Conference who have an established financial need. The student must file a Free Application for Federal Student Aid (FAFSA).

**Foundation Scholars:** Brevard College has available four (4) \$1,000 Foundation Scholars awards to students who are members of the United Methodist churches outside the WNC Conference (one freshman, one sophomore, one junior, and one senior). A nomination form and certification of church membership must be completed for consideration.

## Benefits for Veterans

Brevard College is approved for the education of veterans and their qualifying dependents. Upon registration, the veteran or qualifying dependent must complete the necessary forms in the Office of the Registrar. Veterans and qualifying dependents are advised that the first check will usually be available two months after school begins.

All persons receiving veterans' benefits are required to attend class on a regular basis. The Veterans Administration will be notified should a student cease to attend classes, and this could result in the termination of educational benefits. Records of progress are kept by this institution on all students and are furnished to students, veterans and non-veterans alike, at the end of each scheduled school term (see Satisfactory Academic Progress Policy, page 25).

## Special Scholarship Programs

**Sibling Scholarship:** A \$500 scholarship awarded to each sibling. Awards are made per semester for concurrent full-time enrollment.

**Western North Carolina Residency Grant:** Up to \$1,000/year for full-time commuting students and \$2,000/year for full-time residential students from Transylvania County and neighboring counties: Haywood, Buncombe, and Jackson. The determination of eligibility for this scholarship will be made by the Director of Financial Aid.



## North Carolina Financial Aid Programs

All North Carolina students must meet the state residency requirement to qualify for state awards. To qualify, a student must have been a permanent resident of the state of North Carolina for the 12 months immediately prior to enrollment. All North Carolina awards described below are contingent upon legislative enactment, appropriation, and actual receipt of funds by Brevard College.

**North Carolina Legislative Tuition Grants (NCLTG):** All qualified North Carolina full-time students attending Brevard College will receive a tuition grant each year in the amount of \$1,800, regardless of need, as authorized by the state legislature. Applications verifying residency must be on file in the Financial Aid Office.

**North Carolina State Contractual Scholarship Fund (NCSCSF):** The North Carolina legislature has appropriated funds for financial assistance to needy North Carolina full-time students who are attending private, accredited colleges such as Brevard. The Financial Aid Office makes the award which is based on financial need. Amounts vary.

**North Carolina Student Incentive Grants (NCSIG):** This program is administered for the State Education Assistance Authority by College Foundation, Inc., and is based on exceptional financial need. The student must complete a Free Application for Federal Student Aid (FAFSA) by March 15 prior to the award year.

## Federal Financial Aid Programs

Any commitment of federal funds is contingent upon congressional enactment, appropriation and actual receipt of funds by Brevard College. Federal funds are awarded in accordance with U.S. Department of Education rules and regulations, ranging from \$400 to \$4,050.

**Federal Pell Grants:** Any student applying for need-based financial aid will automatically be considered for a Pell Grant. The Pell Grant is a federal entitlement program of assistance to needy students. Amounts vary according to U.S. Department of Education regulations.

**Federal Supplemental Educational Opportunity Grants (SEOG):** These grants are awarded by the Financial Aid Office to students of exceptional financial need who would not, except for the grant, be financially able to attend college. Amounts vary.

**Federal Stafford Student Loans:** These are low-interest loans available to students to help meet post-secondary educational expenses. A Free Application for Federal Student Aid (FAFSA) must be filed to establish whether the student qualifies for the need (subsidized) or non-need (non-subsidized) loan. Contact the Financial Aid Office for application procedures.

**Federal Perkins Loans:** These are low-interest federal loans for needy students, with repayment beginning nine months after the student leaves college. Deferment is granted under certain circumstances. Loan amounts vary and originate from the Financial Aid Office.

**Federal PLUS Loans:** Parents of dependent undergraduate students may borrow under the federal PLUS program. Under this program, there are no income restrictions, but a credit check will be made. Contact the Financial Aid Office for details.

**Federal Work-Study Programs (FWS):** Work grants are available to students with an established financial need. These work grants are provided through the Federal Work-Study Program. Students are paid at least the minimum federal hourly rate for hours worked, and paychecks are issued monthly. Normally, students work about 8 hours per week.



Every student desiring need-based financial assistance or any first-time Brevard College student desiring merit-based financial aid is required to file the Free Application for Federal Student Aid (FAFSA). This becomes the official request for financial aid when the analysis is received by the College.

1. All students applying must indicate that a copy of the report be sent to Brevard College (FAFSA code #002912).
2. This form is available from high school guidance counselors or the Brevard College Financial Aid Office, or may be completed online at [www.fafsa.ed.gov/](http://www.fafsa.ed.gov/)
3. For priority consideration, this form should be filed as soon after January 1 as possible. It cannot be filed before January 1. The requested information should be from a completed U.S. income tax return.
4. Where federal or state funds are involved, the College may need to verify information. For this reason, the student and the parent, if applicable, should forward a copy of their federal tax return for the previous year to the Financial Aid Office when requested. Other documents may also be requested to validate information.

## The College Response

The following steps are taken by the Financial Aid Office:

1. All inquiries about financial aid will be answered as received.
2. When the analysis is received by the College, the applicant will be notified if additional documentation is needed by the College for verification.
3. No official award letter will be issued until the student has been accepted for admission to Brevard College and all documentation has been received by the Financial Aid Office.
4. The applicant will be notified as to the official financial aid package offered by Brevard College as soon as possible after step 3 above is completed. Students receiving official awards should accept or reject the award within four weeks of receipt of the award letter but will automatically be granted an extension to May 1 if requested in writing.

## SATISFACTORY ACADEMIC PROGRESS POLICY (SAP)

To receive federal, state, and institutional financial aid at Brevard College, a student must be in good standing at the College and be making positive movement toward a degree as defined by the College's standards for academic progress. Please refer to the policy as listed on pages 46-50.

## FINANCIAL AID AND REFUND POLICY

All financial obligations must be cleared and the student's identification card returned before an official academic transcript from the College will be released. No refund will be granted for residence hall charges, general fees, or other special charges once classes have begun. To withdraw from the College, the student should obtain a "Request For Withdrawal from Brevard College" form from the office of the Vice President for Academic Affairs, complete the top portion of the form, and secure the signatures of the college counselor, finance office, campus life/resident director, and library. The completed form should be returned to the office of the Vice President for Academic Affairs. All refunds are based on the date the student began the withdrawal process. Should the student cease class attendance without notifying the College, the midpoint of the semester will be used as the withdrawal date.

### Brevard College Refund Policy:

Date of Withdrawal	% of Tuition/Board Refunded
During the first 7 calendar days	80%
During the second 7 calendar days	60%
During the third 7 calendar days	40%
During the fourth 7 calendar days	20%

NOTE: For students who receive federal aid and withdraw before the 60 percent point in the semester, aid will be returned to federal aid programs based on a ratio of number of calendar days remaining and the number of calendar days in the term. Aid will be refunded in the following order: Unsubsidized Stafford Loan, Subsidized Federal Stafford Loan, Perkins Loan, PLUS Loan, Pell Grant, SEOG Grant, Other Title IV Assistance. For NC students, refunds to those programs will be made according to state regulations. All outside scholarship monies received will be fully applied to the student's account to cover costs unless otherwise restricted. Institutional financial aid will be apportioned on a pro-rata basis.

## SCHOLARSHIP FUNDS

The scholarship program at Brevard College is maintained through the contributions of many friends of the College. Among these sources of aid are the following endowment funds and annual contributors:

American Association of University Women,  
Brevard Branch Scholarship  
Richard Adams Memorial Scholarship  
Rev. & Mrs. H. G. Allen Scholarship  
Lillian McConnell Angel Scholarship  
Clegg Avett Memorial Scholarship  
Ira M. Baldwin Scholarship  
Olivia Allison Ball Endowed Memorial  
Scholarship  
Rita Inez Edmundson Barrack Scholarship  
BB & T Scholarship  
C. Grier & Lena Sue Beam Scholarship  
Julia P. and Jesse F. Beatty Scholarship  
J. A. Belcher Scholarship  
Belk-Simpson Scholarship  
John B. & Rosanelle C. Bennett Scholarship  
Stuart & Margaret Wright Black Music  
Scholarship  
Dr. Embree Blackard Scholarship  
Addie & Don Blake Scholarship in Music  
Brevard Little Theatre  
John S. Boggs Scholarship  
Tom and Frances Breeden Scholarship  
Leo & Eleanor Brevard Scholarship  
Brevard Jaycees Scholarship  
Brewer Family Scholarship  
James Zachary Brookshire Memorial  
Scholarship  
Gertrude Brown and Vandalyne Brown  
Barbee Endowed Memorial Scholarship  
Mark W. and Leonora Johnston Brown  
Memorial Scholarship  
Mrs. Sara Lois Wolcott Brown Memorial  
Scholarship  
The Caney Edward Buckner and Bess Reap  
Buckner Endowed Scholarship  
Evelyn Sherrill Bunch Scholarship  
Fred B. Bunch, Jr., Scholarship  
Lucille Siniard Cain Memorial Scholarship in  
Organizational Leadership  
Cornelius Oliver, Albert M., and Nancy  
McCauley Cathey Scholarship  
Guadalupe Chavarria II Scholarship

Mildred S. Cherry Scholarship  
R. Gregg Cherry Scholarship  
Coach John B. Christenbury Memorial  
Scholarship  
Class of 1938 Scholarship  
Class of 1955 Scholarship  
Class of 1960  
Robert Hunt Clayton Memorial Golf  
Scholarship  
E. B. Clayton Scholarship  
George B. & Clara N. Clemmer Scholarship  
Coca-Cola Foundation Scholarship  
Dott Ingram Cofer Theater Scholarship  
Mr. & Mrs. Robert D. Coleman Memorial  
Scholarship  
Mr. and Mrs. Robert D. Coleman, Jr.  
Scholarship  
Eugene Jarvis & Isabelle Doub Coltrane  
Memorial Scholarship  
Jeffrey Coltrane Scholarship  
Connestee Falls Scholarship  
Marion and George Craig Scholarship  
Janet and Richard Cushman Music  
Scholarship  
Rachel Cathey Daniels Scholarship  
C. Glenn Davis Scholarship  
Kate Pickens Day Scholarship  
Margaret Mizell Dean Endowed Scholarship  
John H. Dellinger Scholarship  
Meta M. Dings Scholarship  
J. Robert and Hazel F. Dixon Scholarship  
Angier B. Duke Memorial Scholarship  
The Duke Energy Foundation Scholarship  
Duke Energy Scholarship  
Jeffrey W. Duncan Memorial Scholarship  
Environmental Studies, Math & Natural  
Sciences Division Scholarship  
Grace B. Etheredge Scholarship  
A. Mitchell Faulkner Endowed Scholarship  
Louise Y. Ferguson Music Scholarship  
Jack S. Folline Scholarship in Organizational  
Leadership  
Mary Elizabeth and G. Scott Francis



Community Service Scholarship  
 Lois, Lottie and Virginia Frazier Scholarship  
 Evelyn Louise and Channing John  
 Fredrickson Scholarship  
 Friends of Music Scholarship  
 Sara Barkley Futral Endowed Scholarship  
 Clara C. Gift English Scholarship  
 W. Edgar Gift Science and Mathematics  
 Scholarship  
 Joseph E. and Eloise K. Glass Memorial  
 Scholarship  
 Sarah S. Godfrey Scholarship  
 Ralph Gray Award for Creative Writing  
 Ottis Green Scholarship  
 Groce Memorial Scholarship  
 Opal C. Hahn Community Scholarship  
 Bishops Harmon and Hunt Scholarship  
 Nell Harrelson Annual Scholarship  
 John M. Hawkins Scholarship  
 Juanita Wells Hearn Scholarship  
 Cecil and Jane Bailey Hefner Scholarship  
 Mr. and Mrs. Willey Hefner Memorial  
 Scholarship  
 Charles B. Herman Memorial Scholarship  
 Charles F. Himes Scholarship  
 Elisha Honeycutt Scholarship  
 J.P. and Ida C. Horton Scholarship  
 Gladys and Gene Houck Scholarship  
 W.C. Howard Scholarship  
 Mary Helen Huggins Scholarship  
 Hunter-Weaver Scholarship  
 Dr. Evelyn Spache Huntington Scholarship  
 in Education  
 H. Joe Huskins Memorial Scholarship  
 Independent College Foundation fo North  
 Carolina  
 Mr. and Mrs. George F. Ivey Memorial  
 Scholarship  
 Jefferson-Pilot Scholarship  
 Jerry Hart Jerome Scholarship for  
 Organizational Leadership  
 Eva Holleman Jolley Scholarship  
 Edwin L. and Annabel Jones Scholarship  
 Irene and David Jones Golf Scholarship  
 Nora Avahelene Jones Memorial Scholarship  
 Annabel Lambeth Jones Scholarship Fund  
 Johnnie H. Jones Church Music Scholarship  
 Henry Watson Jordan Memorial Scholarship

J. Edward Kale Scholarship  
 Lake Toxaway Charities Scholarship  
 Golden LEAF Foundation Scholarship  
 LeGere Family Endowed Scholarship in  
 Music  
 Lola Allison Lonon Endowed Memorial  
 Scholarship  
 Elizabeth Price Lothery Annual Scholarship  
 Alice A. Lovin Endowed Scholarship  
 Mark Houston Lowdermilk Memorial  
 Scholarship  
 Randal J. Lyday Memorial Scholarship  
 Elaine Walker McDonald Memorial  
 Scholarship  
 Drs. Charles and Kathleen R. McGrady  
 Scholarship  
 Margaret K. McKinney Scholarship  
 Dr. Emmett K. McLarty, Sr., Memorial  
 Scholarship  
 E. K. McLarty, Jr., Scholarship  
 Emmett and Peg McLarty Scholarship  
 Rev. James B. McLarty Music Scholarship  
 Charles Merrill Scholarship  
 Louise P. Miller Memorial Music Scholarship  
 Ruth Helen Waggoner Miller Scholarship  
 Carol Tompkins Montgomery Scholarship  
 Ben R. Morris Scholarship  
 Colonel and Mrs. J. Edgar Morris  
 Scholarship  
 Wanda Woosley Moser Scholarship  
 Grace Munro Scholarship  
 H. W. Murdock Scholarship  
 Albert G. Myers, Jr., Scholarship  
 James H. Nichols Scholarship  
 Norwood Music Scholarship  
 Omicron Delta Kappa (ODK) Leadership  
 Scholarship  
 John P. Odom Scholarship  
 Oliver and Jennie Taylor Orr Scholarship  
 Padrick Scholarship  
 Florence Parry Scholarship  
 Wilma and K. W. Partin Scholarship  
 EK- Partin Scholarship  
 Patton Scholarship  
 Eugene R. Pendleton Fund  
 Victoria Watts Perguson Lectureship  
 C.M. Pickens Scholarship  
 Pisgah Pest Control Scholarship



A. W. Plyler Scholarship  
 Thomas O. Porter Memorial Scholarship  
 C. W. Powell Scholarship  
 Dr. Lewis C. Powell Memorial Music  
     Scholarship  
 Pryor-Lewis Scholarship  
 H. Cotton Ray Leadership Scholarship  
 Lois Reich Scholarship  
 Paul H. Rhyne Memorial Annual Scholarship  
 Ruth and Henry Ridenhour Scholarship  
 Lillian and Ivon L. Roberts Memorial  
     Scholarship  
 Patricia and B. D. Rodgers Scholarship  
 Dr. Edwin O. Roland Scholarship  
 C. Edward and Brona Roy Scholarship  
 C. Edward and Grace Munro Roy  
     Scholarship  
 Rutherford College Scholarship  
 J. Carlyle Rutledge Scholarship  
 Donald and Jean Scott Scholarship  
 Richard & Betty Scott Scholarship  
 Flake Sherrill Memorial Scholarship  
 Kurt Morgan Shuler Scholarship  
 Siebert Ministerial Scholarship  
 Dimps and Ray Simmons Scholarship  
 Allen H. Sims Scholarship  
 Vance A. Smathers Memorial Scholarship  
 Bernon M. Smith Scholarship  
 Ellwood B. Smith Scholarship  
 Lucile Smith Scholarship  
 Henry C. and Annie Call Sprinkle Scholarship  
 Mary Frances Stamey Memorial Scholarship  
 Clyde L. Stutts Memorial Scholarship  
 Ina Stutts Fine Arts Scholarship  
 Jane M. Summey Scholarship

Caroline A. Sweeney Fine Arts Scholarship  
 Thad and Harriet Talley Annual Scholarship  
 Rosa B. Taylor Scholarship  
 George H. Terry Memorial Scholarship  
 Floyd C. Todd Scholarship  
 Catherine and William B. Townsend  
     Scholarship  
 Mildred Williams Townsend Scholarship  
 Mary and Wayne Tucker Scholarship  
 Robert G. Tuttle Scholarship  
 Estelle and James Underwood Scholarship  
 United Methodist Scholarship Program  
 UPS Scholarship  
 Vulcan Materials Co. Scholarship  
 Wachovia Scholarship  
 R. M. & Hattie L. Waldroup Scholarship  
 The Reverend and Mrs. R. E. Ward  
     Scholarship  
 T. Max and Lillian B. Watson Scholarship  
 Weaver College Scholarship  
 Robert H. Welch Scholarship  
 Daisy Justus Wells Memorial Scholarship  
 Adele Margaret Weston Music Scholarship  
 Lettie Pate Whitehead Foundation  
 Colonel and Mrs. Dale Wiener Annual  
     Scholarship in Music  
 Cleon C. Williams Scholarship  
 WNC Conference of United Methodist  
     Church Scholarship  
 Orville and Edith Woodyard Scholarship  
 Joel W. Wright Scholarship

# CAMPUS LIFE

The Division of Campus Life works with our students to create and maintain a campus environment that enables the development of the “whole” student—intellectual, spiritual, vocational, emotional, physical, and social. We accomplish this through a range of activities, services, and programs. We are committed to creating an atmosphere of community among students, faculty, staff, and the world in which we live. We believe in the healthy development of every member of the community, as we work together to understand and improve the world around us.

The Campus Life staff is composed of professional staff members who serve in the following areas: Residence Life, Religious Life, Counseling Services, Center for Career Service and Learning, Student Life and Involvement including Student Activities and Campus Recreation, First Year Programs, Medical Services and Mail Services. Along with faculty and staff, we serve our students as colleagues and mentors. Throughout our programs, we emphasize social consciousness, because this is a basic value of the Brevard College community. We encourage students to become healthy, responsible, educated, contributing members of any community in which they live.

**Residence Life:** Brevard College is committed to being a residential college. Our residence halls provide the atmosphere for some of the most important experiences students have at Brevard College. They are the focus of social life. On porches or patios, in lobbies and other common spaces, students meet with friends, study together, socialize, or visit with the residential staff. A variety of accommodations serve students living on campus. From the beginning, students complete a housing questionnaire, which the staff uses to pair them with a roommate and assign them a residence hall. Each spring, returning students can request the type of housing they would like to have the following year. Our goal is to provide the most appropriate housing for each student based on student desires and availability.

We have one Professional staff member for every residence hall who lives on campus. The students and staff plan hall activities and educational programs, and the staff is available to serve as advisors for students as they learn to bring balance to their daily lives. In addition, Resident Advisors (RAs) are student leaders who are selected annually to serve on the Residence Life Staff. In Beam Residence Hall there are Sophomore Advisors (SA's) who live on freshman floors and assist freshmen in their adjustment to College.

Brevard College offers a full range of housing options. Our traditional residence halls possess larger rooms and larger windows; their historic character gives a sense of the long tradition of residential living at Brevard. Some of our housing provides suite-style rooms.

## Resident Student Classification

Brevard College believes that an important part of a student's education is achieved within the group living atmosphere maintained in the residence hall life on campus. Therefore, the College is intentionally a residential college. All full-time students, except for married students, those students commuting daily from the primary home of their parents or legal guardians in Transylvania County or contiguous counties, and those students who have met the eligibility requirements of the Division of Campus Life for off-campus residence, are required to live in College residence halls and to take their meals in the College dining hall. A full-time student is defined as one carrying 12 or more hours during a regular academic semester or six or more hours during a summer session.

The Division of Intercollegiate and Intramural Athletics requires student athletes to live on campus unless they are married or living at the primary home of their parents or legal guardians in Transylvania County or contiguous counties. Exceptions to this requirement for student athletes may be granted by the Associate Dean of Student Life for Student Life and Involvement, upon the joint written recommendation of the Director of Athletics and the Head Coach(es) of an individual student athlete. Student athletes requesting to live off campus must meet the off-campus residence eligibility requirements of the Division of Campus Life.

**Commuter Classification**

Married students, single students living with their parents or legal guardians in Transylvania County or counties contiguous to Transylvania County, and students granted permission to live off-campus are considered commuters. If a commuter has a change of address, that student is required to notify the Registrar of the new address, in writing, within 15 days of the change of address. Commuters must be in compliance with all Brevard College policies. Students who are eligible to apply to live off-campus are those students (1) who are free from academic or disciplinary probation and (2) who become 21 years of age no later than the end of the semester for which application is made to live off campus. A student who achieves senior status before turning age 21 is eligible to apply to live off-campus. An application to live off-campus must be submitted to the Associate Dean of Students for Student Life at least 30 days prior to the beginning of the academic semester in which the student wishes to live off-campus. Any appeal of the Associate Dean’s decision must be submitted in writing to the Dean of Students, no later than 10 days after the original decision.

**Extenuating Circumstances**

In case of extenuating circumstances, the Dean of Students may make exceptions to these policies.

**Religious Life**

Religious Life is under the direction of the Chaplain who is available for personal counseling, assistance with any aspect of College life, or just for good Brevard conversation.

Brevard College believes that the development of the whole person includes enrichment of one’s spiritual life. The College fosters spiritual growth for students by providing faculty and staff members who are centered in their own religious faith and by sponsoring religious lectureships, student-led organizations, and campus worship services.

Affiliated with The United Methodist Church, we welcome a diversity of religious preferences among the student body. We support the denominational heritages that enrich our campus through student-led organizations related to particular Christian traditions. The First United Methodist Church of Brevard, located immediately adjacent to the campus, is home to many activities and services which attract students, faculty, staff, and visitors to the College. Three other smaller United Methodist congregations, as well as numerous churches of other denominations, are found throughout Transylvania County.

The College also has an active chapter of the Fellowship of Christian Athletes and Campus Crusade for Christ, open to all students. These organizations meet regularly and provide a means whereby students may grow in their faith and express that faith in worthy projects both on and off campus.



## Counseling Services

The primary purpose of counseling at Brevard College is the prevention of serious problems, as well as providing an opportunity for growth and development. The Stamey Center offers short-term academic, career, and personal counseling. Recognizing that the college years are a time of transition and development, professional counselors are available to listen, encourage, and support students as they meet and explore new challenges. In appropriate situations, counselors refer students to other professionals in the community.

Other supportive services are provided by a variety of campus personnel. Student resident advisors (RAs) work with Professional Staff to provide peer counseling support as well as monitoring compliance with the Student Code of Conduct. The RAs place particular emphasis on helping new students adjust to college life. Academic counseling is provided by assigned faculty advisors who assist students in designing academic programs commensurate with their academic goals. Faculty advisors help students resolve other problems, often by referral. The Dean of Student Affairs also provides guidance, as appropriate.

## Office for Career and Service Learning

The Office, located in Coltrane as part of the Academic Enrichment Center, offers workshops, seminars, programs, daily drop-in hours, and counseling to help students make informed career choices. Staff can help students choose college majors, obtain internships, and learn effective job search strategies. The Career Resource Library also has a substantial collection of resources, including literature on a broad range of occupations, material on locating employment, and information on internships, summer jobs, individual companies, and graduate schools. The full-time staff of the Office can help students who know what career they want as well as those students whose career paths may not seem obvious or easy to plan. Individual career assessment and interpretation as well as full-time and part-time job listings are available to everyone in the College community. We strongly encourage students to use the Office throughout their years at Brevard.

Career decision-making is a process that unfolds through self-assessment and experience, in addition to education. Economics tell us that today's college graduate will face the job search 10 times and probably have three to five careers. The Office teaches skills which most students will use many times during their lives. These skills are a vital resource in dealing with the realities of a rapidly changing world.

The Office for Career and Service Learning embraces the college motto, "Learn In Order to Serve." The Office gives Brevard students the opportunity to become involved in experiential education through partnerships with various organizations on the campus and in the community. Essential life skills, such as moral and spiritual development, interpersonal communication and leadership, are emphasized in all service programs. The Office's goal is to make service a common expectation and experience within the campus culture. Hands-on service projects include working in a homeless shelter, participating in disaster relief efforts, helping at-risk children and building homes with Habitat for Humanity. Students take part in Christian mission, enjoy spiritual growth, and put faith into action as they work with people in need. Service to the campus and community has fostered respect for experiential learning and hard work, as well as tolerance and personal integrity.

## Move-A-Mountain Day

At Brevard College, Move-A-Mountain Day unites students, faculty, and staff with the community in the spirit of fellowship and volunteerism. As part of fall orientation faculty, and staff help with community service projects at various locations around the city of Brevard



and western North Carolina. The good will and hard work of Move-A-Mountain Day contributes to the goal of building an ethic of service and lifelong learning for students at Brevard College. Move-A-Mountain Day thus emphasizes service as an important aspect of campus life and of the College culture as a whole.

Move-A-Mountain Day provides students an opportunity to become acquainted with members of the greater community as they work together in “hands-on” volunteer activities. Service sites are carefully chosen so that students are exposed to a diversity of experiences and citizens in the Brevard area. Community partners include the First United Methodist Church, Habitat for Humanity, Manna Food Bank, the U.S. Forest Service and the Transylvania County School System.

## **Student Life and Involvement**

Campus Life provides direct staff support for student clubs and organizations, with special emphasis given to Student Government Association (SGA) and the Campus Activities Board (CAB). The office also serves as a resource office for all current clubs and organizations, those sanctioned by the SGA and other offices on Campus. A variety of student activities and campus recreation opportunities are planned throughout the year to supplement the activities of CAB and other student organizations.

CAB is the main student events organization and is responsible for many of the student events on campus. CAB activities of note are mini-outdoor festivals with bands, food and games; dances; holiday activities; live bands; recreational activities; and novelty shows (hypnotist, game shows, fantasy photos). Campus Life, SGA and CAB also provide funding for other clubs and organizations on campus for special events and projects which include the Battle of the Bands; the Outing Club with the Banff Mountain Film Festival and mountain adventure outings; Murder Mystery Dinner, Earth Week activities; and other projects of interest to student clubs and organizations.

## **Student Government Association (SGA)**

Brevard College makes a special commitment to experiential learning opportunities through the Student Government Association. SGA seeks broad representation from students, so they can work together to make a difference in academic and campus life. This organization gives students invaluable experience in leadership and governance. The SGA has three branches: the executive branch, consisting of the president and the executive council; the legislative branch, consisting of the senate and its committees; and the judicial branch, consisting of the student judiciary. SGA also provides funding and direction for other student-run groups on campus.

## **Student Clubs and Organizations**

The student clubs and organizations reflect the energy and interests of a vibrant, involved, creative student body. Whether on campus, out in the rugged mountain trails, or in the surrounding communities, students are active in government, the newspaper, athletics, dance, drama, musical productions, volunteer service, whitewater sports, hiking, mountain biking, rock climbing, concerts, special events, and exploring the area. Student clubs and organizations are funded in part by Student Government Association (SGA), the Office of Campus Life and academic departments on campus.

In 1998, SGA presented and passed an initiative that provides a student-assessed fee for the work of student government. The fees have added greatly to the student voice on campus with events, forums, committee work, and support of club-sponsored projects and activities.

Campus organizations and activities are open and available to all students without regard to age, gender, race, religion, origin or special challenge. Each organization, however, has the right to establish its own standards, including a minimum grade point average, as long as the "Equal Opportunity Policy" is not violated. It is each student's responsibility to balance participation in activities with academic responsibilities for success at Brevard College. Student organizations are chartered by the Student Government Association, subject to the approval of the Dean of Students.

The following is a partial list of clubs and organizations on campus: Outing Club (outdoor adventure programs); Pastimes (History Club); FCA (Fellowship of Christian Athletes); BC Recycles (Campus wide recycling club); Photography Club; Circle K (service organization); International Students' Association; Safe SA (personal safety awareness organization); and Dimensions (Math Club); Beta Beta Beta (Biology Club); Psychology Club; and Omicron Delta Kappa (academic achievement).

## Student Publications

Brevard College provides students with several opportunities to apply both research and creative writing skills through campus publications. Each publication team has a faculty advisor who serves as mentor to the students in producing publications that maintain the highest quality while reflecting the College's philosophy and spirit of personal growth.

*Chiaroscuro*, a multimedia magazine of literature and art, is published each spring. Students, faculty, and staff submit original works for inclusion in this innovative publication produced by a student editorial staff.

The campus newspaper, *The Clarion*, serves as the voice of Brevard College students. The editorial staff and participating students produce interesting, informative, and newsworthy articles and photographs for the College community.

## Special Events

The College makes a special effort to provide a wide variety of special events for the campus community.

The Music Department provides student and faculty recitals and ensemble concerts throughout the year. An annual event, "A Little Now Music," brings composers and performers to campus for several days of workshops, talks, and performances. In addition, guest performers and scholars in jazz, classical, and sacred music are invited to campus to give master classes and to lead workshops.

The construction of the Porter Center for Performing Arts demonstrates the College's long-term commitment by providing an acoustically superb concert hall for students, faculty, and nationally known performers. The Morrison Playhouse is located in this building along with faculty/staff offices.

**Special Lectureships:** The Purgason Family Life Lectures emphasize the importance of the family in American society and encourage the development of Christian attitudes and values in that context. The Margaret Griffith and Embree H. Blackard Lecture in Sacred Music is delivered by musicians, theologians, historians, and educators of national and international renown. The Blackard Lecture serves as the prime event in the offerings of the Institute for Sacred Music, reaching students, faculty, the greater Brevard College community and church musicians in the region. The Grace Creech West Lectureship brings a distinguished Southern writer to the campus each year to present a reading and discussion and to work meaningfully with faculty and students.



**Homecoming:** A time to reminisce and renew friendships, Homecoming continues to be a popular time to visit campus. It reminds everyone on campus of the special place that Brevard College claims in the hearts of its alumni. During a weekend each October, alumni return to campus to celebrate and remember their heritage with classmates and faculty.

**Family Weekend:** Held in the early fall each year, Family Weekend provides a fun-filled and informative weekend of activities, during which parents actually can attend classes and meet with individual faculty.

**Spring Fest:** The last weekend before finals is set aside for Spring Fest events ranging from live bands, a pig pickin', games, rides, a day at the lake, and SGA's wacky games competition, "Bizarre Wars."

## Athletics and Intramurals

Brevard College owns a distinguished and successful history in intercollegiate athletics for both men and women. As a junior college, Brevard won nine national team championships. Since completing the transition to a four-year institution in 2000, the College has been an active member of the Appalachian Athletic Conference (AAC) of the National Association of Intercollegiate Athletics (NAIA). During 2005-2006, the College will explore the possibility of moving its athletic programs to NCAA, Division II.

Building on a history of success, Brevard has excelled as a member of the NAIA by earning conference championships, regional championships, and national tournament berths in its first two seasons of participation in the AAC. More than 200 Brevard College student athletes have received All American recognition during the College's history as a two and a four-year institution.

Approximately one-third of the College's student body participates in intercollegiate athletics. We believe in a holistic approach to the student athlete's life. The graduation rate for student athletes in the 1990's exceeded that of the student body as a whole. Student athletes participate in the Student Government Association, staff the student newspaper and yearbook, hold positions as Peer Advisors in the residence halls, and are represented heavily on both the Dean's List and Honor Roll. Participating in competitive intercollegiate athletics at Brevard College is hard and demanding work, but the lessons learned in self-discipline, commitment, and responsibility build lifelong character and help mold the world's future leaders.

Intercollegiate programs for men and women include basketball, cross country, indoor and outdoor track and field, soccer and cheerleading. The College also fields teams in women's softball and volleyball and in men's baseball and golf. The College plans to field an intercollegiate football team in Fall 2004. Athletic talent scholarships are available in all sports and are based on athletic performance and ability as determined by the coach of each sport, in consultation with the Vice President of Enrollment Management and the Director of Financial Aid. Admission requirements for student athletes are identical to those for other students. In addition, the College adheres scrupulously to NAIA eligibility requirements. In order to be eligible to participate in competitive intercollegiate athletics, an incoming freshman student athlete must meet two of three requirements for eligibility: (1) a minimum ACT score of 18 or SAT score of 860; (2) graduation in the top 50 percent of the high school graduation class; and (3) graduation from high school with a minimum cumulative GPA of 2.0. Please contact the appropriate coach for more information.

At Brevard College, athletic participation encompasses the entire student body. The intramural program is planned by the Director of Intramurals. Events include soccer, indoor soccer, softball, flag football, disc golf, ultimate frisbee, basketball, floor hockey, sand volleyball, ping pong, bowling, and other sports in which students express interest. The Disc Golf Club competes with 5 other colleges in the Western Disc Golf Association. Over half of the student body was involved in intramural sports during the 2004-2005 academic year.

## STUDENT SERVICES

### Food Services

Everything from full meals to light snacks is offered daily in the A.G. Myers Dining Hall and Coltrane Commons Food Court operated by ARAMARK Food Services. Real Food on Campus, featuring a wide variety of selections including freshly baked breads, vegetarian selections, and rotisserie foods. The Coltrane Commons Food Court features Java City, serving gourmet coffees and pastries, Blimpie's subs, Freshen's smoothies, and Grille Works gourmet burgers and sandwiches.

Residential students have three meal options to match their lifestyle as part of their on campus living and dining experience. They can choose either unlimited access to the dining hall, from 7 a.m. until 7 p.m. Monday through Friday and 8:30 a.m. until 7 p.m. on weekends, plus \$50 declining balance in the food court or 14 meals per week in the dining hall plus \$125 declining balance in the food court or 10 meals in the dining hall plus \$175 declining balance in the food court. Commuting students may purchase declining balance dollars which provide a discounted rate for meals and allow access to the dining hall and food court throughout the semester or pay the regular at the door. Coltrane Commons Food Court hours vary. More information on operating hours, dining options, and menus is available by calling 828.883.8180 or by logging on to [www.brevard.edu/campus\\_dining](http://www.brevard.edu/campus_dining). The food service manager works closely with the Student Government Association and the college's student/faculty food committee to insure that campus needs are met. A suggestion board in the dining hall allows students to leave additional notes for the manager.

### Bookstore

King's Creek Books, operated for Brevard College by Follett Higher Education Group, is located in Coltrane Commons. It is open Monday through Friday from 8 a.m. until 4:30 p.m. During special events, such as Family Weekend and Homecoming, the bookstore has extended hours. King's Creek Books has the usual mix of college merchandise such as new and used books, school supplies, clothing, gifts, health and beauty aides, candy, snacks, and drinks. It also carries phone cards, art supplies, and postage stamps. Services include check cashing, buy-back and gift certificates. Clothing and gift telephone orders are welcome. Call 828.883.8612 or go online at [www.brevard.bkstr.com](http://www.brevard.bkstr.com). Students must show their college ID for check cashing and buy-back.

### Medical Services

Perhaps for the first time in their lives, students will be making their own decisions about personal health. Our medical services staff helps them learn what they need to know to become effective managers of their own health. In addition to providing clinic services five days per week, the medical staff remains on-call for emergencies or just to talk with students concerned about how they are feeling.



Staffed by professionals from Transylvania Community Hospital, Medical Services has access to the full support of the hospital's resources. An experienced registered nurse is on duty from 8 a.m. to 4:30 p.m., Monday through Friday. Once a week, a physician's assistant meets with students who need diagnosis or prescriptions. The Physician Assistant visits are covered under student fees.

If a student needs additional medical services, they will be referred to community physicians and these charges will be the responsibility of the family. For serious emergencies, students have access to the fully staffed emergency room of Transylvania Community Hospital. Mission/St. Joseph's Hospital in Asheville is only minutes away by car and less by emergency helicopter.

Students must retain their own primary health insurance, and the medical staff assists students in arranging this, if needed. Brevard College provides a secondary insurance policy that covers students only after the primary insurance has paid. The Director of Medical Services aids students in filing for insurance, but the student must initiate this process by seeing the medical services staff. Medical Services provides routine services without charge, but students must pay for such services as x-rays, lab tests, prescription medicines, and other procedures.

## Campus Security

Brevard College Campus Security Officers are here to serve the students, faculty, and staff, to protect people and property, and to respond to emergencies 24 hours a day. College Security works very closely with the Brevard Police Department and the Transylvania County Sheriff's Office to ensure that our campus community is safe, as we learn and grow together. Our College benefits from the fact that the City of Brevard offers an exceptionally safe environment for all its citizens. Students must keep their rooms locked at all times, and the College cannot assume responsibility for personal valuables in student rooms. We strongly recommend that students insure property for a variety of losses, take photos and record serial numbers on valuable equipment, and clearly mark all personal property. Although the College does not post a curfew, we do expect everyone to respect the rights of other residents. Students receive a key to their rooms and to any security doors to the residence hall. These keys should not be loaned to other people.

Campus Security provides security services to our campus community. All vehicles to be parked on campus must be registered, and student parking is limited to designated areas.

## Student Code of Conduct

The College has clearly stated standards for behavior in the community. These are set out in the "Student Code of Conduct," printed in the Student Handbook. The handbook is given to each student and is available electronically or in the residence halls, the library, or the Campus Life office. The standards are designed to enable our students, faculty, and staff to work together in an environment of mutual respect.

Each year, the College brings together approximately 600 students from an average of 35 states, half the counties in North Carolina, and 15 or more foreign countries. From this wide range of cultural backgrounds, Brevard College seeks to form one community committed to respecting and celebrating our differences. The Student Code of Conduct reflects the goals, values, and philosophy of Brevard College in order to promote a safe environment in which the rights of all people are protected. By joining the Brevard College community, we all agree to follow and uphold these standards for behavior. Brevard College is a peaceful campus in a small mountain community, but it remains appropriate to take reasonable precautions to protect our tranquility and safety.

Alcohol is permitted in individual residence rooms in designated units of both Village Complexes for those students 21 years of age or older. The following residence halls are alcohol/substance free: Jones Hall, Beam Hall and Substance Free Theme units in the Villages. Brevard College has adopted specific related policies and procedures regarding alcohol usage by students. Alcohol may be possessed and/or consumed only in residence hall rooms by individuals 21 years of age or older in the Village. Common areas, including hallways, lobbies, and lounges of residence halls are alcohol/substance free. Open containers of alcohol are not allowed in any other building or area of campus without prior consent from the President's Office. Any individual, regardless of age, will be charged if s/he is found in possession of an open container of alcohol in these areas.

Student organized events will be alcohol free; student organizations cannot have alcohol present at events they sponsor. Common containers such as kegs, pony kegs and other similar devices are prohibited. Students under the age of 21 may be charged with violating the alcohol policy if they are present when alcohol is being consumed. Any student possessing or consuming alcohol in a "substance-free" hall or in an unapproved area will be charged with violating the college's alcohol policy. The College has a three-stage system for addressing alcohol violations. If a student is found in violation of the alcohol policy, no less than the following sanctions will be assigned:

- Stage 1** Parental notification if the student is under 21 years of age, completion of Alcohol Education Program, sanction hours
- Stage 2** Referral for evaluation, sanction hours
- Stage 3** Recommendation for suspension from the college for set period of time.

## Honor Council

All members of the Brevard College community are expected to abide by a code of academic integrity. Dishonesty in any form undermines the efforts to create and maintain an atmosphere in which students can develop a sense of self-worth and establish patterns of personal excellence. Instructors may establish penalties for plagiarism or cheating on an individual basis, or may submit cases involving Honor Code infractions for review by the Honor Council. Procedures for Honor Council review are outlined in the student handbook.

## STUDENT SPACES ON AND OFF CAMPUS

**Coltrane Commons:** The crossroads on campus is Coltrane Commons. The building houses Campus Life offices, Academic Enrichment Center, the mail room, Student Government Association offices, and King's Creek Books. The Underground is downstairs, offering entertainment, a coffeehouse and a food court.

**Charles Wesley Morgan Fitness Center:** This fitness room provides the campus community with easy access to aerobic conditioning equipment, including treadmills, bikes, a stair climber, an elliptical machine, a recumbent bike, and other equipment for stretching and abdominal training. Equipment orientation sessions and help developing a personal fitness program are available through the Fitness Appraisal Lab managed by Dr. Mary Kay White. The Center is located in the bottom of Jones Hall and is open daily from 6 a.m. to 11 p.m.



**The Underground:** The Underground is located in the basement of Coltrane and offers a food court as well as space for watching TV and videos, relaxing and studying. During the day, The Underground frequently serves as a meeting place for commuting students.

**The Residential Quad:** The lawn area between Jones Residence Hall and Beam Residence Hall hosts a variety of outdoor activities all year long. During warm weather, students fill the space, throwing Frisbees, footballs, and softballs; they also sit and enjoy the view of the mountains. In colder weather, the quad becomes a living space for snowmen and women and one of the campus's two fire rings.

**The Lawn at Taylor & Green Residence Halls:** Large enough to play any field sport, this lawn becomes a focus of outdoor sports and cookouts all year long.

**Beach Volleyball And Basketball Court:** Across the street from the residential quad, near the Barn Theatre and the President's Home, you'll find the beach volleyball court.

**King's Creek:** Meandering through the center of campus, King's Creek offers a refuge for study, contemplation, and sunbathing.

**The Miquel O'Connor Scarborough Memorial Prayer Garden and Catherine and William Townsend Wetland Garden:** The gardens are located adjacent to The Porter Center for Performing Arts and are gifts of friends of the College in memory of their loved ones. These natural gardens provide another place for prayer, contemplation, and introspection.

**Creekside Downs:** Home to our athletic complex of sports fields, Creekside Downs features the Gil Coan Baseball Field, a meter track with eight lanes, softball field, and practice soccer field. The track area encompasses areas for discus, steeplechase, high jump, shot put, pole vault and long/triple jump. Walkers and runners frequently use the mile-long path around the perimeter of Creekside Downs.

**Pisgah National Forest:** Whether you are using the forest as an experiential classroom or just out to relax and marvel at the breathtaking scenery, you'll enjoy the forest, rivers, waterfalls, rapids, climbing rocks, hiking trails, camp sites and high mountain ranges.

**Great Smoky Mountains National Park:** This popular park boasts more wildflowers than any other place on this continent (over 5,000 species.)

**Blue Ridge Parkway:** The distant ridges visible from Brevard College are traversed by a 470-mile parkway that runs through North Carolina and Virginia. Cyclists enjoy the challenge of riding on either the parkway itself or "going off road" to the mountain trails.



# ACADEMIC SUPPORT

## Academic Enrichment Center (AEC)

The Academic Enrichment Center (AEC) is designed to enrich the academic life of all Brevard College students by providing strong academic support services and enrichment programming. The AEC services are offered on the premise that all students benefit from some type of academic support and that those students who are successful in college are those who have learned to take charge of their own learning and to utilize available resources to attain their academic goals. A major goal of the AEC is to supplement the classroom experience by offering to both faculty and students a variety of support programs.

In particular, students will find resources and staff in the AEC to help them explore their own personal strengths and weaknesses, identify academic and career goals and aspirations, develop study strategies, improve their performances in current courses (through tutoring services and reference materials), prepare for graduate admissions exams, and develop stronger individual leadership and other personal skills. The AEC with its central location on the main floor of Coltrane Commons is a place for students to receive specialized academic support from faculty, professional staff, community volunteers, and student mentors.

The Academic Enrichment Center provides a variety of spaces for both individual and group study, one-on-one academic counseling, trained tutors in a variety of subjects, and other special out-of-class study or examination needs. To enhance the tutoring services, the AEC also houses the **Writing Lab**, a faculty-student staffed program for students in need of assistance in the preparation of written work, and the **Math Lab**, a faculty-student staffed program for students seeking assistance with math assignments.

As the central academic resource and support center on campus, the AEC houses functions of the former Learning Enhancement Center, the Office for Students with Special Needs and Disabilities (OSSND), the Office for Career and Service Learning, the Freshman Year Program, and the Honors Program. The Center provides a comfortable, supportive environment that encourages intellectual and personal growth for students who are both utilizing and providing academic services. Through the collaboration with the entire campus community, the AEC endeavors to continually expand programming efforts and services to meet the needs of students and enhance their overall learning environment and success.

## First Year Program

The Brevard College First Year Program is intentionally designed to enhance the quality and value of each student's education by establishing a strong foundation to the College experience. The innovative Brevard College core curriculum is highlighted by a set of common courses taken each year, and two of these courses are taken during the first year. These courses are the **First Year Forum (FYF)/Transfer Student Forum (BCE 101/102)**, an academic support course, and **Quest for Meaning and Understanding (BCE 110)**, an academic course immersing students in the true meaning of a liberal arts education and empowering them to be actively engaged in the learning process. The College seeks to recognize, reward, and advocate for desirable outcomes, especially lifelong learning. By providing intensive support for new students during their first year, Brevard College promotes these desirable outcomes for each student.

## The Office for Students *with* Special Needs *and* Disabilities (OSSND)

The Office for Students with Special Needs and Disabilities (OSSND) assists students with disabilities in obtaining equal access to the educational opportunities at Brevard College. Students may have learning disabilities, physical disabilities, psychiatric disabilities, and/or medical disabilities. OSSND services include, but are not limited to, helping students identify and arrange reasonable accommodations in their courses, providing a site for distraction-reduced testing or studying, arranging for note taking, limited taping of texts, academic counseling, secondary advising, assisting with time management and work organization, and testing referrals. Services are provided at the request of the student. The OSSND is located in the Academic Enrichment Center on the main floor of Coltrane Commons.

## Developmental Courses

Brevard College offers a variety of developmental courses aimed at assisting students whose academic preparation in certain subject areas has not been adequate to begin college-level coursework. These intensive courses, numbered 099 and 100, do not count toward graduation, but do count toward maintaining College eligibility. The developmental courses offered are IT 100, MAT 100, and REA 099 and 100. For descriptions of the focus and content of these courses, see Academic Support Courses (page 123). Students' high school performance, SAT scores, and subject area placement test scores are used for enrollment into these courses.

## Labs and Special Academic Support Facilities

In addition to its regular academic buildings and facilities and the Academic Enrichment Center described elsewhere, the College maintains a number of special labs and academic support facilities. Moore Science Building and the Moore Science Annex house a number of laboratories to supplement various science courses. The Fitness Appraisal Lab in the Jones Hall basement supports the Exercise Science program. There are also several **Computer Labs** located on campus. The McLarty-Goodson Classroom Building has the super lab near the first-floor front entrance along with two other smaller labs. The Moore Science Building also has a computer lab. There is also a **Macintosh-based Design Lab** located in the Sims Art Center and a **Macintosh-based Music Lab** located in the Dunham Music Center.

## Library

The J. A. Jones Library offers easy accessible library collections and services to meet the general, instructional, research, and recreational information needs of the Brevard College community. The collections include more than 55,000 volumes, 40,000 eBooks, 300 periodical subscriptions, and 3,800 audiovisual materials, including compact discs and videos. The library offers access to a substantial number of Internet-accessible databases containing indexes, abstracts, and thousands of full-text resources, including: *ABI Inform*, *Academic Search Premier*, *America History & Life*, *Britannica Online*, *Expanded Academic ASAP*, *Grove Dictionary of Art/Music Online*, *Historical Abstracts*, *Interdisciplinary Research Library*, *International Index to Music Periodicals*, *JSTOR*, *Lexis/Nexis*, *Literature Online*, *Biography and Literature Resource Center*, *The New York Times*, *PsycINFO*, and the *Wall Street Journal*. Additionally, NC LIVE (North Carolina Libraries for Virtual Education) provides statewide access to thousands of electronic and print resources, databases, research journals, and full text articles. All online resources are accessible through the library web page on and off campus. Backfiles of periodicals and newspapers are available electronically, on microfilm, or in bound volumes.



The library’s web page makes it easy to discover resources with links to the online catalog; other libraries; online databases; web resources for majors; electronic journals and newspapers; e-Books; e-reserves; and *NCKnows*, an online service to get real time assistance from librarians. The library participates in the Mountain College Library Network, which provides online access to materials owned by fifteen academic libraries in Western North Carolina. Resources not owned by the library are readily available through interlibrary loan. A college ID is required to borrow materials.

The library staff is crossed-trained to readily provide assistance in selecting and evaluating information. Library orientation is offered in the First Year Forum advising program; additional library instruction using laptop/notebook computers is provided to individual classes in each major, and for the senior research project. The library also houses the college archives and special collections, the Office of Information Technology, and Adventure of the American Mind (AAM) office.

Open 84 hours a week, including nights and weekends during the academic year, the library provides a pleasant environment for study and research. Constructed in 1967, the library is named for James Addison Jones, founder of the Jones Construction Company in Charlotte, and a benefactor of the college. The library is a member of the Appalachian College Association, North Carolina Independent Colleges and Universities, Southeastern Library Network, and the American Library Association.

### Fitness Appraisal Laboratory

The Fitness Appraisal Lab (located in the basement of Jones Hall) offers fitness assessment for students, faculty, and staff at Brevard College. Staff can provide an assessment of a variety of fitness components including cardiovascular fitness, flexibility, strength, endurance, and body composition. Exercise prescriptions can also be written to provide direction for those exercising on their own. Opportunities exist for students who wish to improve their technical skills and knowledge in exercise science.

## ACADEMIC STANDARDS

Brevard College expects all students to maintain a high level of scholarly performance and intellectual honesty and to demonstrate a willingness to exceed the minimum required in each academic area. Similarly, high levels of personal and moral behavior and exemplary citizenship are expected. The College reserves the right to require the withdrawal of any student whose scholarship or behavior is unsatisfactory or who, for any other reason, fails to uphold the standards, ideals, or regulations of the College.

## GRADUATION REQUIREMENTS

Candidates for graduation who have been in continuous enrollment at Brevard College must satisfy all academic requirements stated in a single catalog of their choice that is in effect during their enrollment. Candidates for graduation who have not been in continuous enrollment at Brevard College must fulfill all academic requirements stated in a catalog of choice that is in effect from the year they re-enroll at the College to the time of their graduation. Current students who were under the BA Core in previous catalogs who expect to graduate before May 2007 should remain in this core or may seek an exception to complete the requirements listed in this catalog.



## Residence Requirements

The unit of credit at Brevard College is the semester hour, with most courses providing three or four hours' credit. All students must complete a minimum of 124 semester hours in courses numbered 101 and above. Transfer students, in addition, must earn at Brevard College a minimum of 32 semester hours in residence and a minimum of one-half of the hours required for each major field of study.

## Major Requirements

Students must complete the requirements for their declared major in a particular academic field. These requirements are listed in the section entitled "General Education Requirements" beginning on page 64. To complete a major program, students must formally designate a program by the end of the sophomore year. The Division Chairs and the Vice President for Academic Affairs reserve the right to judge the advisability of an applicant's admission to any particular major. Each student's major program must be arranged under the direction and with the approval of a faculty advisor and must be planned with a view toward obtaining reasonable mastery of a chosen field, with due provisions for work outside the field.

Minors are also available in many fields. To be added to a student's transcript, the student must have earned in the selected minor an overall grade point average of 2.0 or higher and completed all required coursework. Requirements for the minors begin on page 107.

## Grade Point Requirements

Candidates for graduation must have earned a minimum cumulative overall grade point average of at least 2.0 on all hours earned at Brevard College and on all courses required for each major field of study at Brevard College.

## Demonstration of Competency

Candidates for graduation must demonstrate competency in communication (reading, composition, and speech), computer skills, fundamental mathematical skills, and skills appropriate to the separate degrees and majors. The curriculum, particularly the General Education Requirements, is designed to ensure competency.

Communication competency is gained throughout the curriculum. Competency in writing is demonstrated initially by passing ENG 111 with a grade of C- or better or the equivalent. Students begin to acquire competency in oral skills in ENG 111, with short oral presentations. These skills are further refined in ENG 112, a course specifically designed to cultivate "communication and critical thinking" skills. A uniform assessment grid is used in all sections of ENG 111 and 112, to show students their areas of needed improvement. Courses across the curriculum use the same assessment format. In senior project presentations, students demonstrate their culminating mastery of communications skills that have been nurtured and assessed throughout their undergraduate education.

Basic computer competency must be demonstrated in one of the following ways: 1) earn a grade of "P" (pass) on all components of the Computer Competency Test; 2) successful completion of IT 100; or 3) college credit for an IT course on a transfer transcript.

Successful completion of the General Education Requirements in Mathematical and Scientific Reasoning indicates competency in math and provides further course work in computer literacy.

## Repeating Courses

Four different Brevard College courses may be repeated for a higher grade.

### If a course is repeated at Brevard College:

- the grade earned on the second attempt and any subsequent repeats, if necessary, will be calculated in the cumulative grade point average;
- the grade earned on the first attempt of the course will be removed from the calculation in the cumulative grade point average, and the hours earned in the course will be removed;
- the grade earned on the first attempt of the course will not be removed from the student's transcript.

### If a course is repeated outside Brevard College:

- the student must earn a minimum grade of C- or higher on the second attempt of a course to transfer the course back to Brevard College;
- the grade earned on the second attempt of the course will not be calculated in the cumulative grade point average at Brevard College;
- the semester hours earned on the second attempt of the course will contribute to the total hours earned by the student at Brevard College;
- the grade earned on the first attempt of the course will be removed from the calculation in the cumulative grade point average, and the hours earned in the course will be removed;
- the grade earned on the first attempt of the course will not be removed from the student's transcript.

## Transfer Credit

All courses accepted for transfer credit appear on the student's official transcript. Courses transferred to Brevard College, including online courses, contribute to the total hours earned but do not alter the grade point average. A grade of C- or higher is required for acceptance of transfer credits. Appropriate crediting of transfer courses will be awarded on the basis of consultation between the Registrar and the faculty of the program accepting/conferring the transfer credit. In all cases, credit accepted must have been earned from a regionally accredited college or university.

## Recurring and Variable Credit Courses

Certain courses in the catalog (e.g., special topics seminars, if on different topics, practicums/internships, independent studies) may be taken for credit more than once. Also, some courses may be taken for variable credit (e.g., 1–3 credits), as designated in the course offerings for a given semester.

## Graduation Application

Two semesters prior to the planned graduation, all students must officially apply for graduation in the Office of the Registrar. Students who do not graduate in the semester for which they file the graduation application must complete a new application. The application is required and necessary for processing the degree audit and for ordering diplomas.

## Diplomas

Students will receive diplomas with the official date of graduation for the semester in which they complete all requirements and coursework. Degrees may be earned at the end of the fall and spring semesters and at the end of the designated summer deadline in early fall.

Diplomas are issued only to candidates who complete all requirements and who have no financial obligations to Brevard College. A non-refundable fee is required for the diploma, payable in the Office of the Finance.

### Graduation Attendance

Attendance is required at the spring semester commencement exercises unless the student is officially excused by the Vice President for Academic Affairs. A student who is unable to attend the commencement exercises must write a letter to the Vice President for Academic Affairs requesting to be excused. A student who completes all graduation requirements by the end of the previous fall semester, by the end of the spring semester, and a candidate who has not completed all requirements but meets the conditions stated under “Summer Candidates” may participate in the spring ceremony.

The names of all participants will be included in the spring commencement program. However, participation in the commencement exercises does not presume that the student has graduated from Brevard College.

### Summer Candidates

Students normally participate in commencement exercises at the May commencement following their completion of all graduation requirements. Because Brevard College holds only one commencement ceremony per year, there are circumstances under which a student may request to participate as a “candidate” (not a “graduate”) during the ceremony closest to his/her projected time of degree completion.

Students who meet the following conditions may participate in the May commencement exercises as a summer candidate:

- They must be within eight (8) semester hours or an internship of satisfying all degree and program requirements;
- They must file with the Office of the Registrar by April 15 a plan, approved by the academic advisor, major coordinator, and appropriate Division Chair, documenting that the remaining requirements will be completed by September 15 of the current year; and
- They must have a minimum cumulative overall grade point average of at least 2.0 on all hours earned at Brevard College and all courses required for each major field of study at Brevard College at the time of the commencement exercises. Appeals to this policy should be directed to the Vice President of Academic Affairs.

### Faculty Approval

All candidates for graduation must receive final approval from the Brevard College faculty.



# ACADEMIC PROGRESS

## Grading System

The grades of A, B, C, D, F, and WF indicate the following qualities of academic performance:

Grade	Interpretation	Grade	Interpretation
A	Excellent performance	D	Below average performance
B	Good performance	F	Failure
C	Satisfactory performance	WF	Withdrawal Failing

The grades of A-, B+, B-, C+, C-, D+, D- indicate a gradation in quality from excellence to below average, and are assigned the following grade-point values:

Grade	Grade-Point Equivalent	Grade	Grade-Point Equivalent
A	4.0	C	2.0
A-	3.67	C-	1.67
B+	3.33	D+	1.33
B	3.0	D	1.0
B-	2.67	D-	0.67
C+	2.33	F	0.00
		WF	0.00

Unless otherwise stated, a stipulation "grade C or better" means any grade in the C range (C-, C, or C+).

The interpretation of other letters on the transcript for which no grade point equivalents are assigned is as follows:

Letter	Interpretation
AU	Audit
CR	Credit (Satisfactory completion of a course; counts only as hours earned.)
E	Conditional failure (Student is entitled to reexamination within 30 days: otherwise, the E converts to an F.)
EX	Experiential Learning (See page 52)
I	Incomplete (Course work not completed by end of semester to be completed by assigned deadline; if not, the I converts to F.)
IP	In Progress (Course in which student is currently enrolled during semester.)
K	Credit by examination (See page 52)
NC	No Credit (Unsatisfactory completion of a course.)
P	Pass (Satisfactory completion of a course; counts only as hours earned.)
W	Withdrawal (no grade assigned)
WP	Withdrawal Passing
WV	Waived credit (Credit awarded with appropriate documentation.)

## Pass/Fail Option

Students of junior or senior standing may select a total of two elective courses to be graded on a pass/fail basis. Courses in the General Education Requirements curriculum and/or in the student's academic major, minor, emphasis may *not* be selected for this option. Students who wish to designate a course for pass/fail grading must initiate this process with their academic advisors between the date of receiving mid-term grades and the final date to withdraw from a course with a grade of W (see academic calendar). A grade of P does not affect a student's grade point average, but the course credits do count toward graduation.

## Computation of Grade Point Average

To graduate with a bachelor's degree from Brevard College, a student must attain an overall grade point average of 2.0 on all hours earned at Brevard College and on all courses required for each major field of study at Brevard College.

The following procedures are used in computing the grade point average:

- Determine the grade points earned by multiplying the number of semester hours attempted in a course (but not courses in which a W or WR has been earned) by the appropriate multiplier.

A = hours x 4

A- = hours x 3.67

B+ = hours x 3.33

B = hours x 3

B- = hours x 2.67

C+ = hours x 2.33

C = hours x 2

C- = hours x 1.67

D+ = hours x 1.33

D = hours x 1

D- = hours x 0.67

F = hours x 0
- Add all grade points earned.
- Add all semester hours attempted at Brevard College.
- Divide the total grade points earned by the total hours attempted.
- The result is the grade point average.

## Good Standing

Academic Good Standing means that a student is making Normal Progress and entitles a student to all the rights and privileges of enrollment at Brevard College such as continuing for the next semester, eligibility for financial aid, participation in varsity athletics, participation in college programs, and residential status. Normal Progress is determined by a relationship between the student's total credit hours earned and the student's GPA according to the chart below (Table 1).

Table 1  
Minimum Academic Requirements For Good Standing At Brevard College:  
*Academics, Athletics, Financial Aid, And Residency*  
*(Five year Graduation Track)*

At the end of the completion of semester	1	2	3	4	5	6	7	8	9	10
Earned semester hours toward graduation:	9	24	36	48	60	73	86	99	111	124
Earned cumulative GPA	1.600	1.600	1.750	2.000	2.000	2.000	2.000	2.000	2.000	2.000

Students are classified as Freshman, Sophomore, Junior, or Senior based on semester hours of course work (Table 2) and Good Standing. Transfer student status, including course equivalences to BCE courses, will be evaluated by the Registrar’s Office.

Transfer students in their 1<sup>st</sup> semester at Brevard College will base the semester of completion (Table 1) on the number of hours transferred into Brevard College. For example: A student who has received transfer credit for 36 to 47 semester hours will have completed three semesters. The first semester at Brevard College will be the student’s fourth semester and the student must meet those appropriate hours and cumulative GPA.

Table 2  
Classification Of Students

To be classified as a	Freshman	Sophomore	Junior	Senior
A student must have passed a minimum semester hours of	0	28	60	92
And earned maximum semester hours of	27	59	91	124+

Academic Probation

A student failing to meet the requirements for Good Standing (Table 1) by semester’s end will be placed on Academic Probation. The outcomes of probation include study conditions and loss of privileges appropriate for the circumstances. The student must comply with required study conditions for students as coordinated by the Director, AEC. Students on probation must meet the following conditions:

1. Attend a mandatory meeting at the beginning of the semester. Students are notified of the meeting date, time, and location in the notification letter of academic probation.
2. Agree to a contract outlining specific standards of behavior in the following three areas:
  - a. Class attendance.
  - b. Regular contact with the Director, AEC.
  - c. Use of academic/campus resources and services.
3. Agree to other conditions as designated by the Director, AEC in consultation with the Academic Advisor and other appropriate advisors.
4. Achieve satisfactory academic progress as determined by the GPA.

Students on probation who do not follow their study conditions may be suspended. In some circumstances, student performance may warrant a mid-term suspension.

At the end of a semester on academic probation, if a student fails to meet the standards of satisfactory academic progress, the student will be placed on Academic Suspension. If, however, the student has earned at least a 2.0 semester GPA with passing grades (D- or higher) for all completed course work (12 or more hours) during the most recent semester, the student will remain on academic probation for the next semester and continue working toward Good Standing (Table 1).



## Academic Suspension

Academic Suspension means that a student may not continue at Brevard College for a minimum of one semester. Academic Suspension may result from an unsuccessful semester on probation (as described in the preceding paragraph) or it may occur automatically based on academic performance. Two basic conditions may lead to academic suspension:

- a. The semester GPA is below 1.0, or
- b. The student does not earn at least 6 credit hours in a semester.

## Appeal Process for Academic Suspension

All students academically suspended from the College have a right of appeal. A written appeal must be submitted to the Academic Standards and Policy Committee, in care of the Academic Dean's Office, within the time period designated in the notification letter of academic suspension. If no appeal letter is received, Brevard College will assume that the student does not intend to appeal and will release class registration and residence hall space, refunding any appropriate deposits for the following semester. Students who have filed a written appeal may appear in person before the Academic Standards and Policy Committee. If the student wishes to appear in person, this should be stated in the letter of appeal. A written appeal without personal appearance suffices in the majority of situations.

## Readmission Application Process Following Suspension

Students who are suspended may return to the College after a minimum of one semester of suspension. The readmission process requires the student to submit to the Academic Standards and Policy Committee a letter of intent for readmission. That letter will document evidence the student will present to the Academic Standards and Policy Committee prior to final approval for readmission in the following semester. Suspended students are encouraged to strengthen their readmission application by completing transferable college courses at another accredited institution. A suspended student may not return to the college without following this readmission application process, which is fully stated in the student suspension letter.

## Directed Withdrawal

The College reserves the right to require, after staff evaluation, the withdrawal of students who have been placed on academic and/or disciplinary probation (as defined in the College Catalog or the Student Handbook) or whose attitude and behavior are not in accord with the ideals and standards of the College. Such evaluation may take place at any time. Students directed to withdraw must leave the campus within 12 hours of the decision. In some cases, students may be required to leave campus immediately.

Students directed to withdraw from the College may be eligible for consideration for transfer to another institution but are generally not eligible to return to Brevard College. Conditions of the directed withdrawal and conditions under which the student may apply for readmission, if that option is left open, may be set at the time of the withdrawal and/or at the time that an application for readmission to Brevard College is considered.

## Voluntary Withdrawal from the College

Students will be allowed to withdraw officially from the College (see Academic Calendar for deadlines, page 8) only after they have completed the appropriate forms in consultation with the Vice President for Academic Affairs. To withdraw from the College the student should obtain a "Request for Withdrawal from Brevard College" form from the Office of

Academic Affairs, complete the top portion of the form, and secure the signatures of the college counselor, finance office, financial aid office, campus life/resident director, and the library. The completed form should be returned to the Office of Academic Affairs. All refunds are based on the date the student began the withdrawal process. Should the student cease class attendance without notifying the College, the midpoint of the semester will be used as the withdrawal date. Students withdrawing from the College must leave the campus within 12 hours of withdrawal.

## Exceptions to Academic Standards

All requests for waivers of, exceptions to, or substitutions for policies stated in this section on Academic Standards must proceed as follows: (1) the student must confer with the advisor and prepare a written statement of the request; (2) upon receiving the written statement, the Chair of the appropriate Division must confer with all the parties involved and make a recommendation; (3) the student's written request (with the division chair's recommendation attached) must be presented to the Academic Policies and Standards Committee; and (4) the Academic Policies and Standards Committee will rule on the request and then forward its final decision to the appropriate office(s) for action. Students may appeal Academic Policies and Standards Committee decisions to the Vice President for Academic Affairs.

## PROCEDURES

### Semester Confirmation

Students must check in on campus on the day announced for confirmation (See Academic Calendar, page 8). Any exceptions to this policy must be approved by the Vice President for Academic Affairs.

### Faculty Advisor

Faculty advisors discuss academic programs and processes with students and help guide course selection and their choice of degree programs, allowing students to make progress toward general education core, their chosen academic major and their career goals. Students should consult with their faculty advisors before planning course schedules. Returning students who decide to change their schedules after preregistration must consult with their faculty advisors.

### Adding a Course

Students may add courses during the Drop/Add period (see Academic Calendar, page 8) by securing the written approval of their faculty advisors and the instructors involved.

### Withdrawing from a Course

Students may withdraw from a course **during** the Drop/Add period (first 10 class days) of a semester, without a transcript record for the course. This process takes place in the office of the student's advisor.

Students may withdraw from a course **after** the Drop/Add period throughout a semester by requesting a Course Withdrawal form from the Office of the Registrar. Students meet with both their advisor and the course professor to discuss the implications of the



withdrawal and to complete the form. After receiving signatures from the advisor and course professor, the student returns the completed form to the Office of the Registrar.

## Incomplete

The grade of I (Incomplete) is given to a student who, because of circumstances beyond the student's control, has not completed a portion of the semester's work. Students who receive an I must consult with the instructor promptly to determine the steps to be taken to complete the work for the course.

If an Incomplete is awarded in a course which is a prerequisite for another course and if the student intends to register for that course during the semester or session following the one in which the I has been awarded, the Incomplete must be removed no later than two calendar weeks after the first day of classes. If the I is not removed by this deadline, the student will be withdrawn from the higher course and will be required to remove the I by the last day of classes for the semester.

An Incomplete must be removed by the last day of classes for the semester following the one in which the I was awarded. If the I is not removed by this deadline, the I becomes an F.

## Grade Change Procedure

At the end of each semester, instructors submit official final grade reports to the registrar. The grades are then recorded as part of the students' permanent records.

Students concerned about a possible error should consult with their instructor as soon as the final grade report is received. If an instructor has made a mistake in reporting a grade, that instructor will sign the Change of Grade Form, and the registrar will record the corrected grade on the official transcript. If, after consulting with the instructor, students still believe an incorrect grade has been assigned, they must follow the established appeals process described in the *Student Handbook*. Any appeals process must be initiated and concluded before the last class day of the fall/spring semester following the term in which the grade was received.

## Auditing Courses

Persons who wish to audit a course rather than enroll as credit-seeking students are considered for admission without providing test scores or official transcripts. The fee for auditing a course is significantly less than for enrolling in the same course for credit.

Auditors should be aware of some of the circumstances regarding this privilege. Because students who enroll in a course for credit are making an important investment in that course, they must be considered by the College a priority regarding:

- class enrollment,
- use of facilities, equipment, or materials, and
- the time and attention of the professor.

Auditors may participate to any extent that is agreeable to both teacher and auditor, and to the extent that it does not infringe on the quality of experience of students enrolled for credit.

Persons wishing to audit a course should obtain permission from the course instructor before registering. Auditors will be registered on a space-available basis after regular campus registration is completed. Studio courses in Art may not be audited.

## Class and Laboratory Attendance

All students are expected to attend all classes and laboratories. Any exception to this policy is at the discretion of the instructor. The attendance policy for each class will be in the



syllabus. Certification of illness will be given routinely only with a medical provider's statement. In the event of an announced policy of no unexcused absences, the student should discuss necessary absences in advance with the instructor.

## **Class Conduct**

Registering for any course at Brevard College constitutes a commitment on the part of the student to make a mature and responsible effort to succeed. Behaviors in the classroom should be conducive to the success of academic programs and the learning experiences of all students. It is important that students respect others and their opinions. This respect is demonstrated in a number of ways including being on time to class, being prepared to contribute to the class in a constructive manner as defined in the course syllabus, and exhibiting conduct during class that displays self-respect and respect for others. Any conduct by a student which is detrimental to that student's success or best performance or to the success or best interests of the class may result in the temporary or permanent removal of the student from the class. Detrimental activities include successive absences or tardies; side conversations or other rude, distractive, or disruptive behaviors; lack of effort; fighting; threatening behaviors; profanity; verbal abuse; direct defiance of the teacher's authority; or other verbal or non-verbal behaviors that are negative influences upon others in the class. The type of exclusion is dependent on the nature of the conduct. Outcomes associated with such conducts include warnings; a grade of F for the days (e.g., tests, papers) absent from class; or a grade of F or W for the entire course. Grades assigned when a student is removed from a class depend on the results of arbitration and/or appeal as well as the time during the semester and the student's work to that point in the course. When an instructor excludes a student from class, the instructor will send a written statement of the reasons to the Division Chair. The student has the right to appeal by notifying the Division Chair in writing. Subsequent appeals go through the Office of Academic Affairs to be assigned to the Honors Council.

## **Courses Taken Elsewhere after Enrollment at Brevard College**

Enrolled students who wish to take work elsewhere and to have that work transferred back to Brevard College should obtain prior approval from the Office of the Registrar.

Courses transferred to Brevard College contribute to the total hours earned but do not alter the grade point average. A grade of C- or higher is required for acceptance of transfer credits. (Refer to the section "Repeating Courses" on page 44)

## **Credit by Examination**

The College awards credit for the subject examinations of the Advanced Placement (AP), the College Level Examination Program (CLEP), and the International Baccalaureate (IB). Credit also may be awarded on the basis of institutional examinations. Ordinarily, such examinations should be taken prior to enrollment at Brevard. For more information concerning AP, CLEP, or IB, students should contact the Office of Admission, the chair of the appropriate division, or their faculty advisors.

## **Credit for Experiential Learning**

Learning that takes place outside the classroom and for which credit may be obtained is called "experiential learning." It is the policy of Brevard College to award credit for prior experiential learning when all conditions regarding such credit have been fulfilled.

The conditions are as follows:

- Credit may be awarded only for documented experiential learning which demonstrates achievement of all outcomes for specific courses in an approved degree program.
- Credit will be awarded only to matriculated students.
- When credit is awarded, it will be identified on the student's transcript as credit for prior experiential learning.
- Credit will not be awarded if it will duplicate credit previously awarded.

Students interested in receiving credit for experiential learning should contact the appropriate Division Chair for procedural guidelines.

## Study Abroad

Brevard College recognizes the substantial benefits which students can gain from study-abroad experiences. Consequently, the College periodically plans and sponsors international educational experiences for its students. In addition, with prior approval, Brevard College students may participate in international educational experiences sponsored by other institutions, and then transfer academic credits to Brevard College.

Brevard College is also a member of the Private College Consortium for International Study (PCCIS). Through this affiliation, Brevard students in good academic standing may spend a semester or summer in full-time study in London, England. Courses are taught by both American and British faculty at Imperial College of the University of London. This program is available to students at a cost that is comparable to the cost of full-time study on campus. For further information, interested students should contact the Office of Academic Affairs.

## Directed Study

A directed study is the teaching of a catalog course for which the student is unable to attend the scheduled class sessions, usually due to a schedule conflict. The course is taught by an instructor who ordinarily teaches the course. The instructor and the student work together to cover the same subject matter covered in the course during the regular term.

The following conditions govern directed studies:

- Students interested in a directed study should initially consult with their academic advisor before attempting to register for the course.
- Introductory courses and courses offered every semester are not available as directed studies except by permission of the Division Chair.
- Students may register for a directed study (if a qualified faculty member is available to supervise such study).
- Students may register for a maximum of four courses by directed study, but only one during any registration period.
- The faculty member who normally teaches the course will be the director-tutor.
- The minimum student contact with the instructor will be five hours per semester hour of credit.
- The directed study must be approved by the proposed faculty member, the student's faculty advisor, and the Division Chair.

Courses taken by this method will be listed on the student's class schedule and official transcript by the prefix, course number, and title used in the catalog.



## Independent Study

In certain circumstances, Brevard College allows students to create specially designed independent-study courses. These courses carry one to three hours credit. Students must be aware that these credits may not be transferable to other institutions.

The following conditions govern independent studies:

- In consultation with the instructor and faculty advisor, the student delineates a topic, the depth to be explored, and the method and amount of reporting. The Division Chair should approve the course before registration.
- Students may register for a maximum of four variable credit independent studies, with only one being undertaken in any given registration period.
- Students may enroll in an independent study only if they have a cumulative grade point average of 2.0 or higher.
- Ordinarily, first-term freshmen may not enroll in independent studies.
- The method of grading (letter or pass/fail) must be decided upon prior to formally beginning work. The final grade is to be assigned by the supervising instructor.
- A faculty member may direct a maximum of three independent studies in addition to the normal teaching load each semester.
- The study shall last for only one semester. Any extension of time must be approved by the instructor and the Division Chair in which the study is being done.

Courses taken by independent study will be listed on the student's class schedule and official transcript by the prefix of the subject area and one of the following numbers: 289, 389, or 489.

## Academic Practicum and Internship

In order to strengthen their academic experience, students may participate in an Academic Practicum or Internship. Such an experience can be invaluable in helping students assess career goals by providing on-the-job experiences. Each such experience consists of academic requirements as well as working at a selected job site. This experience has been shown to be of great assistance to those seeking full-time employment or admission to graduate school.

The academic practicum and internship program is supervised by the student's academic advisor or program-area faculty member with assistance from the Office for Career and Service Learning. Interested students should contact the Office for Career and Service Learning or their academic advisors for more information. In order to participate in an academic practicum or internship, a student must have completed 45 semester hours and have a 2.0 GPA. Such courses will be listed on the student's class schedule and official transcript by the prefix of the subject area and one of the following numbers: 269, 369, 469.

## Teaching Assistantship

Teaching assistantships provide students the opportunity to participate in multiple aspects of teaching in a classroom or laboratory environment, receiving close mentoring from their supervising faculty members and in turn serving as mentors for other students. Teaching assistants prepare a statement of learning goals to accomplish through their mentorship, receive weekly briefings and assignments from their professor, and assist in activities such as class or lab preparation, teaching and grading. Each hour of academic credit for a teaching assistantship entails 45 hours of documented work (generally 3-4 hours per week). Students interested in pursuing such teaching/learning opportunities should consult



the appropriate major or minor coordinator, instructor, or division chair . Prerequisites: by invitation only; normally students will be of junior/senior standing and will have taken in a prior semester the courses for which they are serving as teaching assistants. No more than four credits toward graduation may be earned in 379/479 assistantships.

## POLICIES

### Access to Educational Records

In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), only authorized College personnel will have access to the information contained in student educational records. Any other access must have written authorization from the student, with the exception of “directory information”: the student’s name, address, telephone number, date and place of birth, dates of attendance, degrees and awards received, major field of study, hours enrolled, class schedule, participation in officially recognized sports and activities, weight and height of members of athletic teams, and the most recent educational agency or institution attended. According to FERPA, this information may be released without written consent. Any student who does not want this information released should notify the registrar in writing within the first two weeks of the semester. For purposes of auditing the access to student records, a log sheet is maintained for each student file. Students have the right to review their own records with the exception of confidential recommendations. Students may obtain a copy of the College’s policy concerning access to educational records from the Office of the Registrar in the Beam Administration Building.

### Transcripts

A transcript is the record of a student’s academic performance. The transcript contains admissions data, the current status of the student, courses attempted, credits earned, grades, grade points earned, the system of grading, and the grade point average. Requests for transcripts should be made at or addressed to the Office of the Registrar. To guarantee compliance with federal regulations requiring the confidentiality of student records, a written request for transcripts must come directly from the student with the student’s written signature. In no case will the College honor requests for transcripts received by telephone or email. No official or unofficial transcript will be issued for a student who has financial obligations to Brevard College. Students should request transcripts at least two weeks in advance of the date they will be needed.

### Policy on Students with Disabilities

The Office for Students with Special Needs and Disabilities (OSSND) assists students with disabilities in obtaining equal access to the educational opportunities at Brevard College. Students may have learning disabilities, physical disabilities, psychiatric disabilities, and/or medical disabilities. Services include, but are not limited to, helping students identify and arrange reasonable accommodations in their courses, providing a site for distraction-reduced testing or studying, arranging for notetaking, limited taping of texts, academic counseling, secondary advising, assisting with time management and work organization, and testing referrals. Services are provided at the request of the student. The OSSND is located in the Academic Enrichment Center on the main floor of Coltrane Commons. It is the responsibility of the individual student to initiate a discussion of his or her situation with that student’s faculty advisor and with each instructor and to request specific accommodations.

In order to support a request for accommodations, the student must submit to the Office of Academic Affairs documentation in one or more of the following forms:

1. An evaluation of a specific learning disability by a licensed psychologist, certified school psychologist, or certified professional with the Office of Vocational Rehabilitation.
2. An evaluation of an emotional disability by a licensed psychiatrist or physician.
3. A medical evaluation of a physical disability by a licensed physician.

In all cases, the evaluation must have been completed within the three years immediately prior to the student's first enrollment at Brevard College and must contain specific recommendations for helping the student.

## **SPECIAL PROGRAMS & OPPORTUNITIES**

### **Adventure of the American Mind**

An Adventure of the American Mind is a Congressionally funded project developed to teach K-12 and collegiate educators how to access and use the digitized primary sources at the Library of Congress. The Library of Congress now has over 10 million digitized items from more than 100 historical collections and has placed them online in the American Memory Collections (<http://memory.loc.gov>). These digitized primary sources include photographs, documents and manuscripts, maps, artwork, and sound and video recordings that represent America's historical and cultural heritage. International collections are also available through the Library of Congress. Professional Development opportunities for area teachers include content such as Digital Storytelling, Visual Literacy, and Creating Rich Learning Experiences, all of which incorporate the use of primary sources in the curriculum. The Brevard College AAM office coordinates this project for three counties in Western North Carolina under the direction of the Education and Research Consortium whose board includes the presidents of Brevard College, Mars Hill College, Montreat College, and Western Carolina University.

### **Appalachian Center for Environmental Solutions**

The Appalachian Center for Environmental Solutions (ACES) is committed to balancing our human and natural heritage. The Center's staff includes Dr. Ken Duke, ACES Director; Dr. Jim Reynolds, Associate Director; Mr. Robert Dye, Associate Director; and Denise Poole, Secretary. The Center's primary goal is to consolidate wilderness leadership, environmental studies, and ecology in an outreach to Transylvania County and the greater Appalachian region through membership in community groups, research, writing, analytical services, and seminars.

ACES interacts with organizations such as the Cradle of Forestry in America National Historic Site, the U.S. Forest Service, the North Carolina Arboretum, and the North Carolina Cooperative Extension Service. The Appalachian Center for Environmental Solutions provides a location for environmental awareness where knowledge, skills, and abilities can be channeled to the public and a place where the public can meet to discuss questions about environmentally related issues.

Since 1999 ACES has served as the facilitating agent for the renovation of King's Creek, a mountain stream flowing through the Brevard College campus. Private property owners, Brevard College, and the North Carolina Cooperative Extension Service met and reached consensus on a major reclamation of the incised and eroding stream. ACES worked in conjunction with the National Forest Service and the Cradle of Forestry Interpretive



Association to organize the highly successful Pisgah Forest Institute (PFI). PFI provides a variety of environmental education programs for secondary school teachers, students and the public. ACES participated in the planning for an outdoor Natural Science Laboratory along the French Broad River. The land was donated by Reverend Edgar Shackelford in honor of Bill Lyday, known throughout the area as “Mr. Muskie.”

Projects underway for 2005-2006 include coordination of the College’s Recycling Program, logistical and professional support for the Pisgah Forest Institute, coordination of the King’s Creek Stream Restoration Project, and development planning for the outdoor Natural Science Laboratory.

## **Center for Transformational Leadership**

Through educational seminars offered to professionals in the corporate, governmental, and nonprofit sectors, Brevard College’s Center for Transformational Leadership enhances the professional development of a new generation of leaders who will be able, through personal integrity, vision, talent, and education, to make a difference for the good of their organizations and of society. The Center also serves to enrich the curriculum of the College’s baccalaureate major in business and organizational leadership by bringing undergraduate students in contact with outstanding leaders from the corporate and nonprofit worlds.

## **Institute for Sacred Music**

The Institute for Sacred Music, under the auspices of the Music and Religion Departments, exists to provide a forum for the advancement of issues relevant to music in worship. Its goals and objectives are to provide opportunities for students and the greater community to study, discuss, observe, and perform sacred music from the vast spectrum of available literature. To that end, the Institute has implemented a series of lectures, public concerts, hymn festivals, and workshops that share the gifts of the College with its constituency. These include The Margaret Griffith and Embree H. Blackard Lectureship in Sacred Music, the annual Festival of Nine Lessons and Carols, annual performances of the great sacred works from the choral/orchestral repertoire, and workshops by leading clinicians in the field of music and worship.

## **Porter Center for Performing Arts**

The Porter Center for Performing Arts is the emblem of Brevard College’s commitment to excellence in instruction and performance. The Center is named for Paul Porter, a Shelby, North Carolina, businessman and lifetime trustee of the College, who made the lead gift for the building. Mr. Porter and his wife, Margaret, have also taken steps to ensure continuing support for the operation of the Center in future years.

The Center contains several important performance venues. The Scott Concert Hall, the acoustical properties of which have been shaped by the internationally respected consultant Larry Kirkegaard of Chicago, contains 700 seats on the orchestra and balcony levels. The centerpiece of the hall is the Kirkpatrick-Coleman Organ designed and crafted by organ builder Dan Jaekel, set above a stage that can accommodate an orchestra and chorus. The classically proportioned Francis Pavilion entrance also can host small chamber recitals in addition to receptions. The Morrison Playhouse, an experimental “black box” theatre, allows multiple configurations for performances and teaching. A large outdoor stage extends from the Richard Scott Community Commons at the eastern side of the building into an open-air amphitheatre. Offices and a rehearsal and pre-performance space are also housed in the building.



The dedication of this new facility took place in the fall of 1998. Each year the Center presents a subscription series, hosting internationally known performers for audiences of all ages. Music concerts, College convocations and numerous special events take place throughout the year. In addition, the Brevard Music Center presents its summer chamber music concerts at the Porter Center.

### **Pisgah Forest Institute (PFI)**

Pisgah Forest Institute (PFI) was established through a cooperative effort of Brevard College, the USDA Forest Service, and the Cradle of Forestry in America Interpretive Association. Funded through Congress and other awards, PFI is administered by the Appalachian Center for Environmental Solutions (ACES) at Brevard College as part of the Education Research Consortium. The Pisgah Forest Institute offers workshops for teachers utilizing the forest as a learning lab. PFI is supported entirely through grants and contracts many of which are administered through the Education and Research Consortium of Western Carolina.

### **Policy Center on the First Year of College**

Funded by a grant from The Atlantic Philanthropies and the Lumnia Foundation for Education, and the Pew Charitable Trusts, the Policy Center on the First Year of College was established in 1999, with a grant from the Pew Charitable Trusts to work with colleges and universities around the nation to develop and share a range of first-year assessment procedures and tools. These procedures and tools will be used to measure the effectiveness of existing institutional programs, policies, and structures that affect first-year students. This process will help build a body of information on best practices in the first college year, and the findings will be disseminated to other campuses that desire to increase student success as measured by academic performance and retention.

### **Voice of the Rivers**

The "Voice of the Rivers" program embodies the College's commitment to liberal arts education that is interdisciplinary and experiential. The VOR expeditions engage students in an immersion experience that spans several disciplines, integrates wilderness leadership and environmental studies, and calls for extensive writing. Even more importantly, VOR demands an active commitment to environmental outreach and advocacy.

For the inaugural 1997 expedition, seven students and two teachers traveled 1882 miles from Brevard to the Gulf of Mexico along the French Broad, Tennessee, Ohio, and Mississippi Rivers. VOR '97 met with almost 6,000 people in 42 environmental education programs during the 105-day journey. The second VOR expedition, in 1999, covered 365 miles along the Green, Broad, Congaree, and Cooper Rivers from Brevard to the Atlantic Ocean at Charleston, South Carolina. VOR 2001 went to South America and followed two Argentine river systems from their origins in the Andes to the South Atlantic.

At the heart of a VOR expedition are the students' personal journals. The participants write every day in order to reflect on the experience of traveling along a river and immersing themselves in the natural world. They submit excerpts of their writing to an Internet journal posted on the Brevard College Web site. The Internet journal is a continuing education resource for others interested in environmental issues facing America's rivers.

The students on VOR expeditions also complete a full set of courses during their journey.

## Castle Rock Institute

The Castle Rock Institute for the Humanities is an off-campus study program affiliated with Brevard College. Its mission is to create an educational context well suited for examining how the Humanities are relevant and valuable for both individuals and contemporary society. Each semester of the academic year, it accepts applications from college and university students around the country to participate in an integrated curriculum of interdisciplinary coursework in the Humanities, outdoor adventure activity, and community life. Living together in a remote mountain lodge, these students take four courses taught by Institute Senior Fellows, and enjoy a wide range of outdoor adventure experiences, including mountain biking, backpacking, rock climbing, canoeing, kayaking, and caving. The highlight of the program is a four-week overland expedition through remote areas of Australia. Through the combination of these components, the Castle Rock Institute strives to furnish knowledge, skills, and experiences that challenge student participants to articulate and appreciate the relationships between academic disciplines, the natural world and daily life.

Currently, the Institute offers the following five courses:

CRI 331 or ART 331 *Visual Process and Products*: In this studio art course, students develop an awareness of creative visual forms, and learn the intellectual and material processes involved in producing artistic works. The course pays special attention to the impact of humanistic dispositions upon the creation of art.

CRI 341 or PHI 341 *Philosophical Perspectives on the Humanities*: This course examines how basic concepts of philosophy illuminate important themes in the Humanities such as love, chance, happiness, free-will, and utopia. Selected readings may be drawn from ethics, aesthetics, epistemology, metaphysics, the philosophy of religion, and the philosophy of language.

CRI 351 or REL 351 *Religion and Culture*: Working with materials drawn from religions around the world, this course studies how culture shapes both religious beliefs and practices. It seeks to elucidate the diverse relationships between religious phenomena and the broader patterns of human life.

CRI 352 or REL 352 *Anthropology of Religion*: This course surveys important anthropological approaches to the study of religion. It gathers and compares different methods, theories and data that anthropologists have employed to describe and understand the “lived dimension” of religions around the world. It seeks to introduce students to the central categories and assumptions anthropology brings to studying religion.

CRI 361 or ENG 361 *Literature and Values*: This course concentrates on human values as reflected in literary texts from various times and places. With attention to different genres of literature, it aims to open new paths of inquiry and insight into the complexities of human experience.

## HONORS & AWARDS

Brevard College celebrates the successes of students by recognizing their accomplishments in a variety of ways, including the academic, social, and athletic areas of Brevard College life. Recognition includes the following honors and awards:

### The Brevard College Honors Program

The mission of the Brevard College Honors Program is to provide an enriched academic experience for the outstanding student who is committed to excellence. The fundamental



assumption of honors education is that the honors student should be continually challenged to reach her or his highest potential as a scholar and a leader.

The program emphasizes independent, creative learning and spirited exchange of ideas between students and faculty in a stimulating environment. This environment includes the classroom and the world at large through experiential and service learning activities. Students are encouraged to develop their own ideas within a knowledgeable and reasoned framework, to use an interdisciplinary approach in problem-solving, and to develop into the well-rounded, complete person that is the hallmark of a liberal arts education. Students are invited to join based on their GPA and other criteria, and must maintain a GPA of 3.3.

Dean’s List

Each semester the Office of Academic Affairs recognizes those students who were enrolled in at least 12 semester hours and who earned a grade point average of 3.5 or higher during that semester with no grades of D+, D, D-, F, I, IP or NR.

Honor Roll

Each semester the Office of Academic Affairs recognizes those students who were enrolled in at least 12 semester hours and who earned a grade point average of 3.0 to 3.49, during that semester, with no grades of D+, D, D-, F, I, IP or NR.

Graduation With Honors

Those students who graduate with the cumulative grade point average detailed below receive special recognition at graduation:

summa cum laude	3.9
magna cum laude	3.7
cum laude	3.5

Honor Societies

**Alphi Chi:** In November of 2004, Brevard College installed a local chapter of this national academic honor society. Membership in Alpha Chi is strictly limited, admitting only those juniors and seniors who have at least 30 hours credit earned at Brevard College, who are currently enrolled for more than six hours, and who have a cumulative grade point average (CGPA) in the upper 10 percent of their class. Alpha Chi was founded in 1922 and has chapters in more than 300 colleges and universities across the USA. Of today’s various college and university honors societies, Alphi Chi represents the highest across-curriculum academic honor on most campuses.

**Beta Beta Beta:** The *Rho Pi* chapter of the Beta Beta Beta Biological Honor Society was installed in April 2002. Beta Beta Beta (TriBeta) is a national society for undergraduate students in the life sciences. TriBeta is dedicated to improving the understanding and appreciation of biological study through scientific research. Regular, lifetime membership into TriBeta is reserved for those students who achieve superior academic records and who indicate special aptitude for and major interest in the life sciences. Associate membership is offered to any student who shows great interest in the life sciences but does not qualify for regular membership. Common chapter activities include guest speakers, reports of research by members and department faculty, field trips, community service, and attendance/participation in district and national meetings. Since its founding in 1922, more than 175,000 persons have been accepted into lifetime membership, and more than 430 chapters have been established throughout the United States and Puerto Rico.



**Omicron Delta Kappa:** In April 2000, Brevard College installed a local chapter of a national leadership society for students seeking baccalaureate degrees. The Omicron Delta Kappa Society recognizes and encourages superior scholarship, leadership, and exemplary character. Membership is based on achievement in scholarship, athletics, campus government, journalism, speech and the mass media, and the creative and performing arts. The society seeks to enhance the development of the whole person, both as a member of the college community and as a contributor to a better society. Two hundred and fifty-eight colleges and universities throughout the United States have Omicron Delta Kappa chapters.

### **The Presidential Award for Scholarship**

The student with the highest academic rank in the graduating class, with good character, and with the approval of the faculty receives this special recognition at Commencement.

### **The C. Edward and Brona N. Roy Citizenship Award**

The C. Edward and Brona N. Roy Citizenship Award is given annually at Commencement. The recipient is selected by the faculty of the College on the basis of moral character, citizenship, leadership, and positive influence on campus.

### **Presidential Awards**

Presidential Awards are given each year at Commencement. Recipients are nominated and selected by the faculty for outstanding leadership, service, and achievement.

### **Division and Organization Awards**

Other awards are given during the year by academic divisions, campus publications, student organizations, and athletics.

### **Student Marshals**

Each year, the faculty selects six rising upper class students to serve as student marshals. In order for a student to be chosen for this honor, his or her cumulative grade point average must be among the highest in the class. Students marshals assist the faculty marshal in all official functions of the College, including the fall Convocation and spring Commencement.

# CURRICULUM

Brevard College offers an innovative, interdisciplinary curriculum leading to the bachelor's degree with seventeen majors, twenty-four minors, and pre-professional programs in such fields as teacher licensure, pre-dentistry, pre-law, pre-medicine, pre-nursing, and pre-veterinary. The General Education Requirements for the baccalaureate degree reflect a commitment to the interdisciplinary study of the liberal arts combined with exposure to the performing and fine arts and to environmental study.

## GENERAL EDUCATION CURRICULUM

### Mission Statement

The Brevard College general education curriculum provides a comprehensive liberal arts foundation that grounds students in effective communication skills, critical thinking ability, and a sense of personal and global responsibility. Believing education to be a trust, the faculty invite students into meaningful interaction through collective academic experiences, interdisciplinary dialogue, and the acquisition of essential skills and knowledge. The College develops in its graduates a compassionate understanding of the world as a diverse yet interconnected place and fosters an active appreciation of its complex and vulnerable ecosystems. The general education curriculum affirms a lifelong learning engagement that is enhanced and focused by a student's major.

*To these ends, Brevard College graduates will. . .*

**Employ clear, meaningful writing and speaking, and critical listening, reading, and thinking.**

- Generate organized, coherent, thoughtful prose
- Listen actively and respond analytically
- Speak dynamically with clarity and order
- Analyze academic and literary texts for structure and meaning
- Appreciate the universal, humanizing power of literature

**Demonstrate mathematical and scientific reasoning, including technological literacy.**

- Appreciate the natural world
- Understand the scientific method, concepts, and the use of evidence in problem-solving
- Interpret and use appropriately numeric data
- Apply basic quantitative skills to aspects of human life
- Demonstrate computer and information technology literacy

**Gain critical understanding of the philosophical, historical, religious, linguistic, and aesthetic dimensions of Western society within a global context.**

- Appreciate Christian traditions as well as the diverse religions of the world
- Understand historical and social science analysis skills, including evaluation of evidence within historical context and evaluation of social processes, and apply these skills to societal and individual problems
- Develop an historical and social perspective of themselves and the world

- Understand the nature of philosophical reasoning, including the logic of inductive, deductive and synthetic reasoning, and apply this reasoning to epistemological, ethical, and personal problems
- Appreciate foreign cultures through travel, study, or learning another language

**Show incisive and appreciative analytical response to the arts.**

- Develop awareness and appreciation of creative processes employed by visual artists, writers, and performing artists
- Examine ways in which human experience is explored and enriched through music, literature, drama, and the visual arts
- Compare, analyze and evaluate various art forms from different historical periods and cultures
- Acquire skills required to facilitate analysis and interpretation of complex works of art
- Participate actively in the arts

**Model respectful, healthy behavior towards self, others, and the environment.**

- Develop physical skills and understand the relationship between healthy lifestyles and physical and emotional health
- Develop habits of behavior that contribute to lifelong physical activity and wellness
- Demonstrate the dispositions of conscientiousness, personal responsibility, and dependability
- Practice environmental stewardship

**Embrace leadership, positive collaboration, ethical decision-making, and service.**

- Comprehend the complexity and application of leadership
- Understand the differing ways in which people learn, relate, and collaborate in their occupations and personal lives
- Honor and weigh various strategies in reasoning and ethics
- Appreciate diversity
- Demonstrate citizenship by serving others within the College and the wider community



# GENERAL EDUCATION REQUIREMENTS

As a means to meet this mission, Brevard College has developed an innovative two-tiered general education program consisting of common experience courses and distribution requirements. Common-Experience Courses provide for the interaction of fields, the essence of liberal arts. The Common-Experience Courses, the truly unique component of the Brevard College curriculum, create an exceptional opportunity for students to connect with their cohort and to experience the value of an interdisciplinary approach. The Distribution Requirements provide students exposure to a variety of fields of learning. In this tier, students are empowered with choice, and work with their academic advisor to determine the courses best suited to fulfill general education requirements, major requirements and personal interests.

## COMMON-EXPERIENCE COURSE REQUIREMENTS 17 Semester Hours

I.	BCE 101, First Year Forum <i>or</i> BCE 102, Transfer Student Forum	1
	BCE 110, Freshman Quest	3
II.	BCE 210, Environmental Perspectives	4
III.	Learning IN Community (LINC)	6
	<i>To meet this requirement, students enroll simultaneously in two courses from different academic disciplines (English, Communications, Philosophy, History, and Religion, for example) that are connected by a predetermined College-wide theme ("Freedom and Responsibility" in 2005-06). Students participating in LINC also attend campus events related to the theme. The primary goals of intertwining the two courses with each other and with campus events are to (1) engage students in community learning and cross-disciplinary analysis, (2) foster students' abilities to apply humanistic studies and analysis to significant current issues, and (3) create a shared intellectual culture related to humanistic studies at the College. The two courses may also meet Distribution Area Requirements.</i>	
IV.	BCE 410, Senior Capstone	3

## DISTRIBUTION AREA REQUIREMENTS Minimum 37 Semester Hours

Choose one course from each subcategory of each distribution area

I.	Communication Skills	9
	A. ENG 111, Rhetoric & Composition	
	B. ENG 112, Critical Inquiry & Communication	
	C. ENG 205, 206, 208, 217, 220, 240; COM 110; HUM 290; ORG 205; PHI 282	
II.	Mathematical & Scientific Reasoning	10
	A. MAT 101 or above	
	B. One Natural Science Course with Laboratory (BIO, CHE, GEOL, PHYS)	
	C. IT course: 200-level or above; or ART 230	
III.	Critical Understanding of Western Society Within a Global Context	12
	A. AH 201, 202, 290; HIS 101, 102, 103, 104, 110,	

210, 211, 215, 220, 221, 222, 224, 225, 250,  
251, 252; REL 221; THE 311, 312

B. REL 101, 102, 221, 235, 241, 253, 255, 258, 280, 288

C. COM 212; ECON 201, 202; HUM 290; ORG 305,  
310; PHI 105, 261, 282; PLSC 210; PSY 101;  
PHI/REL 262; SOC 201

D. AH 290, 321, 322, 323, 342; ANTH 201, 230;  
FRE 101, 102; GRK 101, 102; LAT 101, 102;  
MUS 202; REL 253, 255, 258; SOC 325;  
SPA 101, 102, 102C, 103, 201, 202 *or* an approved  
Study Abroad program/experience

#### IV. Appreciation of the Arts

3

AH 201, 202, 290; any APM course (applied music  
lesson); ART 120, 130, 150, 230, 260, 270,  
280; ENG 207, 211, 308; any ENS course  
(music ensemble); MUS 101, 200, 201, 202,  
209, 301, 302; THE 101, 104, 200, 204, 304,  
311, 312, 313, 404

#### V. Health & Wellness

3

any ATH course (maximum of one semester hour  
of credit); EXSC 200, 201; HLT 201 *or* HLT 202;  
any PE course

#### *Stipulations:*

- (1) With the exception of Common-Experience Area III, LINC, a student may not use any individual course to fulfill more than one area.
- (2) With the exception of the two courses taken to fulfill the Distribution Area requirements, I.A. and I.B., a student may use **no more than two courses (3-4 s.h.) with the same course prefix** to meet the General Education Distribution requirements.

#### REQUIREMENTS FOR STUDENTS WHO WILL GRADUATE PRIOR TO MAY 2007

The general education requirements published here apply to students who will graduate in May 2007 and later. Students who graduate before May 2007 will normally be expected to complete the core requirements which were published in previous College Catalogs. Students may seek an exception to this timetable by appealing through their academic advisors to the Office of the Registrar.

## ACADEMIC PROGRAMS

In addition to completing the General Education requirements, in order to graduate, students must complete the requirements of at least one of the major programs listed below. Except where indicated, students earn a bachelor of arts (B.A.) through these programs.

### DIVISION OF ENVIRONMENTAL STUDIES, MATHEMATICS, AND NATURAL SCIENCES

*Dr. Ken Duke, Chair*

#### Major Programs

Ecology (p. 73) (B.S.)  
Environmental Science (p. 76) (B.S.)  
Environmental Studies (p. 77)  
General Science (p. 81)  
Health Science Studies (p. 82)  
Mathematics (p. 88)

#### Minor Programs

Biology (p. 108)  
Chemistry (p. 109)  
Ecology (p. 110)  
Environmental Studies (p. 111)  
Geology (p. 113)  
Mathematics (p. 115)  
Natural History (p. 116)

### DIVISION OF EXERCISE SCIENCE AND WILDERNESS LEADERSHIP

*Dr. Tom Tait, Chair*

#### Major Programs

Exercise Science (p. 79)  
Wilderness Leadership and  
Experiential Education (p. 105)

#### Minor Programs

Coaching (p. 109)  
Fitness Leadership (p. 112)  
Personal Fitness (p. 116)  
Wilderness Leadership and  
Experiential Education (p. 120)

### DIVISION OF FINE ARTS

*Dr. Kay Hoke, Chair*

#### Major Programs

Art (p. 68)  
Music (p. 90) (B.A. or B.M.)  
Theatre Studies (p. 103)

#### Minor Programs

Art (p. 107)  
Art History (p. 108)  
Music (p. 115)  
Theatre (p. 120)

### DIVISION OF HUMANITIES

*Dr. Mel Bringle, Chair*

#### Major Programs

English (p. 74)  
Religious Studies (p. 95)

#### Minor Programs

English (p. 110)  
Religious Studies (p. 119)



DIVISION OF SOCIAL SCIENCE  
*Dr. Helen Gift, Chair*

Major Programs

- Business and Organizational Leadership (p. 70)
- History (p. 83)
- Integrated Studies (p. 86)
- Psychology (p. 94)

Minor Programs

- History (p. 113)
- Information Technology (p. 113)
- Management and Organizational Leadership (p. 114)
- Pre-Law (p. 117)
- Psychology (p. 118)
- Social Sciences (p. 119)
- Sport and Event Management (p. 119)

TEACHER LICENSURE PROGRAMS  
*Dr. Patricia Clow, Director*

Licensure Area	Brevard College Major	Licensure Area Coordinator
Elementary grades K-6.....	Integrated Studies (p. 86) ....	Ron Kiviniemi
English grades 9-12 .....	English (p. 74) .....	Betsy Burrows
Mathematics grades 9-12 .....	Mathematics (p. 88) .....	Don Lander
Science grades 9-12.....	General Science (p. 81) .....	Carroll Brooks
Social Studies grades 9-12 .....	History (p. 83) .....	Margaret Brown
Art grades K-12 .....	Art (p. 68) .....	Jo Pumphrey
Music grades K-12.....	Music (p. 90) .....	Susan Nicholson
Physical Education grades K-12 ...	Exercise Science (p. 79) .....	Norm Witek
Theatre grades K-12 .....	Theatre Studies (p. 103) .....	Robert White

Brevard College has received provisional approval from the North Carolina State Board of Education to offer licensure in English, grades 9-12; Social Studies, grades 9-12; Physical Education, grades K-12; and Theatre Studies, grades K-12. The College is currently seeking approval of these additional licensure areas by the North Carolina State Board of Education: Elementary, grades K-6; Mathematics, grades 9-12; Science, grades 9-12; Art, grades K-12; and Music, grades K-12. For the up-to-date status of each licensure program in relation to state approval, students should consult with the Director of Teacher Education.

PRE-PROFESSIONAL STUDIES

Pre-Law

- Emphasis in Pre-Law within a major (e.g. Integrated Studies, English)
- Minor in Pre-Law

Pre-Dentistry, Pre-Medicine, Pre-Nursing, Pre-Veterinary

Students interested in pre-dentistry, pre-medicine, pre-nursing, pre-veterinary, and other pre-health professional school study may major in Health Science Studies in the Division of Environmental Studies, Mathematics, and Natural Sciences or major in Integrated Studies with appropriate emphases. For acceptance to some professional schools, students may choose any major and take courses required for the professional school in the Division of Environmental Studies, Mathematics, and Natural Sciences, and the Division of Exercise Science and Wilderness Leadership.

# MAJOR PROGRAMS

## ART

The Art Department of Brevard College is dedicated to comprehensive study of the visual arts within an interdisciplinary, liberal arts context. The B. A. degree in Art provides experiential education in the production, theory and history of art and supports dedicated, life-long engagement in the visual arts. The Department fosters open inquiry, experimentation, pursuit of excellence and personal growth in an engaged learning environment.

Our commitments are the following:

- To guide students in the pursuit of intellectual growth and the development of critical thinking skills.
- To support the personal and creative development of our students through close interaction with professors.
- To prepare our students for professional endeavors or advanced study at the graduate level.
- To foster understanding of the significance of the visual arts within broader cultural contexts.

### REQUIRED FOUNDATION COURSES

22 Semester Hours

*Required courses:*

AH 201	Art History I	3
AH 202	Art History II	3
ART 112	Introduction to the Visual Arts	1
ART 120	Drawing I	3
ART 130	2-D Design	3
ART 150	3-D Design	3
ART 410	Senior Exhibition	3

*Select one course:*

ART 121	Drawing II	3
ART 125	Life Drawing I	

### RESTRICTED ELECTIVES

27 Semester Hours

Additional studio art courses and 6 semester hours of additional art history courses (beyond AH 201 and AH 202) are required. Students will choose a concentration and complete at least three courses in that area at the 300/400 level as a prerequisite for ART 410, Senior Exhibition.

### REQUIRED CONCENTRATION

15 to 18 Semester Hours

Select one concentration: Graphic Design, Painting, Photography, or Sculpture.

*NOTE:* ART 112, 120, 130, and 150 must be completed before a student takes courses in a concentration.

#### Graphic Design Concentration

18 Semester Hours

*Required courses:*

ART 230	Computer Graphics I	3
ART 231	Computer Graphics II	3

ART 330	Graphic Design I: Typography	3
ART 331	Graphic Design II	3
ART 430	Graphic Design III	3
ART 435 or 410	Senior Exhibition	3

Painting Concentration15 Semester Hours

<i>Required courses:</i>		
ART 240	Painting I	3
ART 241	Painting II	3
ART 340	Painting III	3
ART 440	Painting IV	3
ART 300/400	Advanced Studio Studies	3

Photography Concentration15 Semester Hours

<i>Required courses:</i>		
ART 260	Photography I	3
ART 261	Photography II	3
ART 360	Photography III: Studio Methods	3
ART 460	Photography IV: Alternative Processes	3
ART 300/400	Advanced Studio Studies	3

Sculpture Concentration15 Semester Hours

<i>Required courses:</i>		
ART 250	Sculpture I	3
ART 251	Sculpture II	3
ART 350	Sculpture III	3
ART 450	Sculpture IV	3
ART 300/400	Advanced Studio Studies	3

TOTAL HOURS REQUIREDMINIMUM 64 SEMESTER HOURS

TEACHER LICENSURE IN ART (K-12)

Students wishing to earn teaching licensure in art must major in art, taking the following specific courses to meet the required competency areas.

Foundation Courses22 Semester Hours

<i>Required courses:</i>		
AH 201, AH 202, ART 112, ART 120, ART 130, ART 150, <i>and</i> ART 410; ART 121 <i>or</i> ART 125.		

Restricted Electives15 Semester Hours

ART 230	Computer Graphics I	3
ART 240	Painting I	3
ART 260	Photography I	3
ART 250 or 270	Sculpture I <i>or</i> Ceramics I	3
AH electives		6

NOTE: One restricted elective studio course will serve to initiate the course sequence in the studio concentration. These three hours will count in the studio concentration.

Studio Concentration12 Semester Hours

Students will take a sequence of four courses in one studio discipline.



Art Methods Course		3 Semester Hours
Required course:		
ART 312	Pedagogy of Art K-12	3

Students must also complete the professional studies component of teacher licensure at the K-12 level listed on page 100 of the Catalog.

## BUSINESS and ORGANIZATIONAL LEADERSHIP

With a bias for action and innovation, and a commitment to the passionate pursuit of excellence in all aspects of professional life, the Business and Organizational Leadership Program at Brevard is unique among business programs. It emphasizes continuous learning and improvement, as well as responsibility to the community and environment. The Business and Organizational Leadership Program seeks to integrate knowledge from diverse disciplines in developing understanding and practical wisdom in the areas of business leadership and managerial competency. The Business and Organizational Leadership major welcomes all those interested in developing strong leadership skills as well as practical knowledge of how the economy works. Majors in Business and Organizational Leadership should meet with their major advisor to help them determine whether or not one of the existing emphasis areas meets their needs or if they would like to create their own focus. All Business and Organizational Leadership majors must maintain a 2.0 in the major and must achieve a 2.0 in designated core courses.

REQUIRED MAJOR COURSES	42 Semester Hours
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Required courses:		
ACC 201	Principles of Accounting I	3
ACC 202	Principles of Accounting II	3
ECON 201	Macroeconomics	3
ECON 202	Microeconomics	3
IT 210	Advanced Computing Applications	3
ORG 103	Critical and Practical Reasoning	3
ORG 301	Principles of Finance	3
ORG 302	Principles of Marketing	3
ORG 304	Legal Environment of Business	3
ORG 340	Statistical Process Control	3
ORG 450	Senior Capstone Seminar: Strategic Planning and Policy Making	3
Select one course:		3
HIS 311	The Social & Political History of Twentieth Century Europe	
HIS 222	Industrialization of America: 1877-1920	

<i>Select one course:</i>		3
ORG 240	Introduction to Business Statistics	
MAT 141	Probability and Statistics	

<i>Select one course:</i>		3
ORG 305	Business Ethics	
PHI 262	Introduction to Ethics	

**REQUIRED EMPHASIS** 21-27 Semester Hours

Select one emphasis: Entrepreneurship & Small Business Leadership, Information Technology, Management & Organizational Leadership, *or* Sport & Event Management

**Entrepreneurship & Small Business Leadership Emphasis** 21 Semester Hours

<i>Required courses:</i>		
ORG 205	Business Communications	3
ORG 303	Principles of Management	3
ORG 330	Entrepreneurship	3

*Select four or more courses(at least 3 of these must be at the 300/400 level):* 12

IT 220	Exploring the Internet	
IT 320	Special Topics in Information Technology	
IT 330	Web Programming and Design	
IT 340	Data Base Management	
IT 350	Small Business Computer Applications	
IT 269/369/469	Practicum/Internship	
ORG 110	Introduction to Business: Inside and Out	
ORG 210	Organizational Behavior	
ORG 240	Introduction to Business Statistics	
ORG 306	Investments	
ORG 310	Free Enterprise and the New Economic Age	
ORG 360	Selected Topics in Management	
ORG 410	Organizational Theory	
ORG 420	Transformational Leadership	
ORG 269/369/469	Practicum/Internship	
PSY 210 <i>or</i> SOC 210	Social Sciences Research Methods	

**Information Technology Emphasis** 21 Semester Hours

<i>Required courses:</i>		
IT 211	Introduction to Computer Programming I	3
ORG 205	Business Communications	3
ORG 303	Principles of Management	3

*Select one or more courses:* 3

ART 230	Computer Graphics I	
IT course	Select any 200/300/400 level IT course	
MUS 200	Electronic Music	
ORG 110	Introduction to Business: Inside and Out	
ORG 210	Organizational Behavior	
ORG 306	Investments	

ORG 269/369/469	Practicum/Internship	
ORG 389/489	Independent Study	
PSY 210 or SOC 210	Social Sciences Research Methods	
<i>Select three or more courses:</i>		9
IT 300	Systems Analysis and Design	
IT 310	Management Information Systems	
IT 320	Special Topics in Computer Information Systems	
IT 330	Web Programming and Design	
IT 340	Database Management	
IT 350	Small Business Computer Applications	
IT or ORG 389/489	Independent Study	
IT or ORG 369/469	Practicum/Internship	
IT or ORG 390	Special Topics Seminar	

**Management & Organizational Leadership Emphasis**
**21 Semester Hours**

<i>Required courses:</i>		
ORG 205	Business Communications	3
ORG 303	Principles of Management	3
<i>Select five or more courses (at least four of these courses must be at the 300/400 level):</i>		15
IT 310	Management Information Systems	
ORG 110	Introduction to Business: Inside and Out	
ORG 210	Organizational Behavior	
ORG 306	Investments	
ORG 310	Free Enterprise and the New Economic Age	
ORG 320	International Business	
ORG 330	Entrepreneurship	
ORG 360	Selected Topics in Management	
ORG 390	Special Topics Seminar	
ORG 410	Organizational Theory	
ORG 420	Transformational Leadership	
ORG 430	Quality, Productivity, and Management	
ORG 470	Colloquium	
ORG 269/369/469	Practicum/Internship	
ORG 389/489	Independent Study	
PSY 210 or SOC 210	Social Sciences Research Methods	

**Sport & Event Management Emphasis**
**27 Semester Hours**

<i>Required courses:</i>		
EXSC 150 or ORG 150	Principles of Sport and Event Management	3
EXSC 250 or ORG 250	Facility and Event Management	3
EXSC 350 or ORG 350	Public Relations and Marketing in Sport and Event Management	3
ORG 469	Sport or Event Practicum/Internship	12



Select two or more courses:

IT 220	Exploring the Internet	6
IT 330	Web Programming and Design	
EXSC 240	Introduction to Theories and Techniques of Coaching	
EXSC 330	Introduction to Sports Medicine	
EXSC 340	Teaching/Coaching Methods	
ORG 330	Entrepreneurship	
ORG 360	Selected Topics in Management: (topic: <i>Finance for Sport and Event Management</i> )	3
PSY 355	Sport Psychology	
WLEE 340	Outdoor Program Administration	

TOTAL HOURS REQUIRED MINIMUM 63 SEMESTER HOURS

ECOLOGY

The Ecology major offers a Bachelor of Science degree that strives to produce graduates who are prepared to enter graduate or professional school, immediate technical employment in the natural sciences, or other careers such as teaching that are based in science. The Ecology Major is comprehensive and involves not only collecting data from the natural world, but interpreting that data so that society can make informed choices about ecosystems and their function. A grade of C- or higher must be earned in all courses in the major. Our graduates are competitive with graduates from large research universities as well as other liberal arts institutions. Skills in reading, writing, speaking, interpreting, and presenting scientific information will be demonstrated by the graduates of the Ecology Major.

BS in Ecology

REQUIRED BIOLOGY AND ECOLOGY COURSES 32 Semester Hours

Required courses:

BIO 110/110L	Principles of Biology I	4
BIO 120/120L	Principles of Biology II	4
BIO 240/240L	Biodiversity	4
ECOL 245	General Ecology	4
ECOL 494	Senior Project I	2
ECOL 495	Senior Project II	2

Select:

BIO/ECOL courses, 300/400 level 12

REQUIRED MATHEMATICS & NATURAL SCIENCE COURSES

31 Semester Hours

Required courses:

MAT 211	Analytic Geometry and Calculus I	4
CHE	(Select four lab-based courses above CHE 102)	16
GEOL	(Select one lab-based course)	4
PHYS	(Select one lab-based course above PHYS 102)	4

Select one course:  
MAT 141; MAT *above* 211; or PHYS *above* 102

3-4  
GEOL;

TOTAL HOURS REQUIRED MINIMUM 63 SEMESTER HOURS

ENGLISH

The major in English at Brevard College offers students the opportunity to direct their talents and interests toward a variety of academic and vocational goals by pursuing the following emphases:

- The creative writing emphasis hones students' abilities as poets, fiction writers, and/or authors of creative nonfiction.
- The interdisciplinary studies emphasis enables students to pursue a passion outside the discipline of English, using it as a centerpiece for their scholarly and creative work. Possible interest areas include art, music, history , pre-law, natural science, psychology, religion and philosophy, etc.
- The journalism/professional communication emphasis prepares students for a variety of career opportunities in technical writing, editing, or mass communications.
- The literature emphasis invites students to read broadly in expressions of the human condition portrayed through British, American, and world literatures, gaining the liberal arts skills and knowledge required to understand more fully "the human heart in conflict with itself." It also prepares students for teacher licensure in English at the high school level, as well as for graduate study and possible college level teaching.

Students in all emphases complete a set of common requirements for the major, beyond the basic ENG 111 and ENG 112 taken in the general education core. Students in all emphases compile a major portfolio as one of the assignments for HUM 461, Humanities Research Methodologies.

REQUIRED ENGLISH COURSES 25 Semester Hours

Select one: 3  
200-level literature course

Select one applied communications laboratory: 1  
COM 106 or 306

Select one oral communications course: 3  
COM 110, COM 380, selected courses in THE

Select two: 6  
300- or 400-level literature courses  
(The "select two" governs only the 300-400 Lit courses, not the remainder of the list)

Language studies (ENG 350) 3  
Literary criticism (ENG 351) 3  
Humanities Research Methodologies (HUM 461) 3  
Senior project (ENG 495) (Teacher licensure candidates substitute EDU 400) 3

<b>CREATIVE WRITING EMPHASIS</b>	<b>15 Semester Hours</b>
ENG 207	3
One additional 200-level literature course	3
One additional 300- or 400-level literature course	3
<i>Select two:</i>	6
ENG 308, ENG 309, ENG 310, ENG 389, THE 313	

<b>INTERDISCIPLINARY STUDIES EMPHASIS</b>	<b>18 Semester Hours</b>
<i>Select one:</i>	3
ENG 305 or ENG 308	
<i>Select five:</i>	15
Courses within a designated interest area, at least two of which must be at the 300-400 level.	
<i>This plan of courses must be worked out in consultation with the student's academic advisor and an advisor from the designated outside discipline. Students pursuing the Interdisciplinary Studies Emphasis must focus their senior projects (ENG 495) in the subject matter of the designated interest area.</i>	

<b>JOURNALISM AND PROFESSIONAL COMMUNICATION EMPHASIS</b>	<b>15 Semester Hours</b>
COM 105	3
<i>Select two:</i>	6
COM 212,302,316,340,269/369,380,289/389	
<i>Select one:</i>	3
ORG 205, ENG 305	
Three additional semesters of COM 106 or COM 306 (1 credit @)	3

<b>LITERARY STUDIES EMPHASIS</b>	<b>15 Semester Hours</b>
ENG 322	3
<i>Select three:</i>	9
additional literature or film courses (with departmental approval, some THE courses may also apply)	
<i>Select one:</i>	3
ENG 305, ENG 308, or ENG 353	

<b>TEACHER EDUCATION</b>	
Students desiring to teach English at the high school level should complete the English major with a Literary Studies emphasis, as outlined above. In places within the common requirements or the emphasis requirements where a selection of courses is available, licensure candidates must select the following courses to meet professional competencies: COM 110, ENG 205, ENG 206, ENG 208, ENG 343. Licensure candidates substitute EDU 400/401 (grades 9-12 student teaching) for the senior project, ENG 495. Students must also	



complete the professional studies component of teacher licensure at the high school level, defined on page 100 of the Catalog.

TOTAL HOURS REQUIRED

MINIMUM 40 SEMESTER HOURS

ENVIRONMENTAL SCIENCE\*

The Environmental Science major offers a BS degree to students interested in understanding and managing the interactions between the natural environment and human societies. The program creates a foundation using environmental science, biology, chemistry, geology, and statistics courses followed by additional work in these areas as well as ecology, math, and physics. The major encourages students to select one or two areas of interest and build their program around those areas. In addition, students develop excellent writing and oral presentation skills throughout their coursework and, especially, in their senior project. A grade of C- or higher must be earned in all courses in the major. Our graduates are prepared for careers in environmental management and protection as well as programs in environmental science and related programs.

B.S. in Environmental Science

REQUIRED MAJOR COURSES\*\*

38-39 Semester Hours

Required courses:

BIO 110/110L	Principles of Biology I	4
BIO 120/120L	Principles of Biology II	4
CHE 103/103L	Principles of Chemistry I	4
ENV 220***	Environmental Assessment	3
ENV 301	Environmental Policy	3
ENV 380	Environmental Seminar	3
ENV 395	Internship II	2
ENV 391	Research Seminar	1
<i>required only if doing original research for Senior Project</i>		
ENV 494	Senior Project I	2
ENV 495	Senior Project II	2
GEOL 101/101L or	Physical Geology or	
GEOL 105/105L	Historical Geology	4
MAT 141	Probability and Statistics	3
PHYS 103/103L	Concepts of Physics	4

RESTRICTED ELECTIVES

25 Semester Hours

Choose restricted electives from at least 2 prefixes.

BIO 240 or higher

CHE 104/104L or higher

ECOL 200 or higher

ENV 300 or higher

GEOL 200 or higher (GEOL 101 or 105 can be taken if not already taken as a required course)

MAT 211 or higher numbered course  
PHYS 104/10L or higher numbered course

TOTAL HOURS REQUIRED MINIMUM 63 SEMESTER HOURS

*\* A student may not major in both Environmental Science and Ecology.  
\*\* BCE 210 Environmental Perspectives is the introductory course in the major and is taken by all students as part of the General Education Requirements; Environmental Science majors should take this course as 2<sup>nd</sup> semester freshmen.  
\*\*\* ENV 220 is a new course that will be available Fall 2006*

ENVIRONMENTAL STUDIES

The Environmental Studies major focuses on developing a thorough knowledge of the relationships among people, culture and nature. The interdisciplinary training includes knowledge of the sciences, humanities, social sciences and fine arts provided through a broad range of available courses. Our majors will also develop written and oral communication skills and problem solving abilities developed through close contact with our faculty. Their education is capped with a major senior research and writing project that includes an oral presentation open to all faculty, students, and staff. Students must earn at least a C- in each course in the major. Our BA graduates are prepared to be good stewards of the environment and successfully enter a wide variety of careers or continue their formal training including in graduate or professional programs.

REQUIRED MAJOR COURSES*		54-55 Semester Hours
<i>Select one course:</i>		3
ART 120	Drawing I	
ART 150	3-D Design	
ART 260	Photography I	
<i>Required courses:</i>		
BIO 110/110L	Principles of Biology I	4
CHE 103/103L	Principles of Chemistry I	4
COM 302	Environmental Journalism	3
ECON 201	Macroeconomics	3
ENV 301	Environmental Policy	3
WLEE 101	Outdoor Education	3
<i>Select one course:</i>		4
GEOL 105/105L	Historical Geology	
GEOL 101/101L	Physical Geology	
<i>Required courses:</i>		
GEOL 201/201L	Environmental Geology	4
MAT 141	Probability and Statistics	3
PSY 365	Personal and Group Environments	3
PSY 370	Community and the Environment	3

Select one course:

HIS 211	Humans and the Environment in Antiquity	3
HIS 302	Environmental History	
HIS 303	History of Modern Science to 1800	
HIS 304	History of Modern Science 1800 to the Present	

Required courses:

ENV 380	Environmental Seminar	3
ENV 391	Research Seminar	1
(required only if doing original research for senior project)		
ENV 394	Internship I	2
ENV 395	Internship II	2
ENV 494	Senior Project I	2
ENV 495	Senior Project II	2

\* BCE 210 *Environmental Perspectives* is the introductory course in the major and is taken by all students as part of the General Education Requirements; Environmental Studies major should take this course as second semester freshman.

## RESTRICTED ELECTIVES

12-13 Semester Hours

Select at least one course per group.

### 1. Environmental Studies:

3

ARCH 101	Principles of Archaeology
ECOL 410	Human Ecology
ENG 217	Studies in Environmental Literature
SOC 325	Population and Contemporary Social Issues

### 2. Psychology—Sociology:

3

ANTH 201	Principles of Anthropology
PSY 101	General Psychology
PSY 210	Social Science Research Methods
SOC 201	Principles of Sociology

### 3. Science:

3-4

BIO 120/120L	Principles of Biology II
<i>or higher numbered course, except BIO 210/210L and BIO 220/220L</i>	
CHE 104/104L	Principles of Chemistry II
<i>or higher numbered course</i>	
GEOL 101/101L	Physical Geology
<i>if GEOL 105/105L is selected above</i>	
GEOL 105/105L	Historical Geology
<i>if GEOL 101/101L is selected above</i>	
GEOL 200/300/400 level	
MAT 131	Calculus for Business and the Applied Sciences
<i>or higher numbered course</i>	
PHYS 103/103L	Concepts of Physics
<i>or higher numbered course</i>	



4. Government—Economy—History		3
ECON 201	Macroeconomics	
HIS 110	Global History	
HIS 211	Humans and the Environment in Antiquity	
<i>if HIS 211 is not selected as a required course</i>		
HIS 302	Environmental History	
<i>if HIS 302 is not selected as a required course</i>		
HIS 303	History of Modern Science to 1800	
<i>if HIS 303 is not selected as a required course</i>		
HIS 304	History of Modern Science 1800 to the Present	
<i>if HIS 211 is not selected as a required course</i>		
HIS 323	History of Southeastern Native Americans	
ORG 304	Legal Environment of Business	
PLSC 210	American Government	
TOTAL HOURS REQUIRED		MINIMUM 66-68 SEMESTER HOURS

## EXERCISE SCIENCE

Exercise Science is a broad field of study that encompasses numerous possible career pathways, almost all of which are strongly oriented toward serving others. The curriculum for Exercise Science majors is therefore designed to both prepare graduates for a specific career and/or graduate study, as well as to remain true to the Brevard College mission and its motto, “Learn in order to Serve.” A student majoring in Exercise Science will choose one of three emphases: 1) Allied Medical Fields (for students interested in, for example, Exercise Physiology, Cardiac Rehabilitation, or Physical Therapy); 2) Fitness Leadership (for students who might want to be a Personal Trainer, Manager of a Fitness Club, or a Strength and Conditioning Specialist); or 3) Teacher Licensure in Physical Education (for students who want to teach Physical Education at any level, Kindergarten through high school, or who want to become a coach).

REQUIRED MAJOR COURSES		46 Semester Hours
<i>Required courses:</i>		
BIO 120/120L	Principles of Biology II	4
BIO 210/210L	Human Anatomy and Physiology I	4
BIO 220/220L	Human Anatomy and Physiology II	4
EXSC 110	Introduction to Exercise Science	3
EXSC 200	Fitness Activities	2
EXSC 310	Exercise Physiology	3
EXSC 311	Fitness Appraisal	3
EXSC 312	Sports Nutrition and Wellness Issues	3
EXSC 313	Principles of Training & Conditioning	3
EXSC 320	Biomechanics in Exercise and Sport	3
HLT 202 *	First Aid and CPR	2
<i>* NOTE: Requirement waived with documentation of current certifications in first aid and adult CPR.</i>		
PSY 101	General Psychology	3

<i>Select one course:</i>		3
COM 110	Introduction to Communications	
ORG 205	Business Communications	

<i>Select one course:</i>		3
ORG 304	The Legal Environment of Business	
WLEE 305	Legal Aspects of Wilderness, Experiential Education, and Exercise Leadership	

<i>Select one course:</i>		3
ORG 305	Business Ethics	
PHI or REL 262	Introduction to Ethics	
WLEE 402	Ethics of Wilderness Leadership, Experiential Education, and Exercise Leadership	

### RESTRICTED ELECTIVES (not required in Teacher Licensure Emphasis) 3-4 Semester Hours

<i>Select:</i>		
CHE 101/101L	General Chemistry I	4
CHE 103/103L	Principles of Chemistry I	4
EXSC/ORG 150	Principles of Sport and Event Management	3
IT 210	Advanced Computing Applications	3
ORG 302	Principles of Marketing	3
ORG 330	Entrepreneurship	3
PHYS 101/101L	Concepts of Physics	4
PHYS 103/103L	General Physics I	4
PSY 250	Basic Counseling Skills	3
PSY 365	Personal & Group Environments	3
PSY 355	Sports Psychology	3
WLEE 101	Introduction to Outdoor Education	3
WLEE 330	Camp Counseling	3
WLEE 402 *	Ethics of Wilderness Leadership and Experiential Education	3

*\* if PHI 262 is taken as a major requirement*

### REQUIRED EMPHASIS 22-35 Semester Hours

Select one emphasis: Allied Medical Fields, Fitness Leadership, or Teacher Licensure in Physical Education

### Allied Medical Fields Emphasis 22 Semester Hours

<i>Select:</i>		
EXSC 211A	Special Topics (1-3)	3
<i>and/or</i>		
EXSC 289/389/489	Independent Studies (1-3)	

<i>Required courses:</i>		
EXSC 215A	Directed Observation Practicum	1
EXSC 315A	Leadership Practicum	3
EXSC 410A	Preparation for Senior Internship	1
EXSC 415A	Senior Internship	14

Fitness Leadership Emphasis		22 Semester Hours
<i>Required courses:</i>		
EXSC 215F	Directed Observation Practicum	1
EXSC 315F	Leadership Practicum	3
EXSC 340	Teaching/Coaching Methods	3
EXSC 410F	Preparation for Senior Internship	1
EXSC 415F	Senior Internship	14

**Teacher Licensure in Physical Education Emphasis (K-12)** 35 Semester Hours

Students seeking teacher licensure in physical education must major in exercise science, taking the following specific courses to meet required competency areas.

<i>Required courses:</i>		
EXSC 201	Individual and Team Sports Skills	2
EXSC 240	Introduction to Theories & Techniques of Coaching	3
EXSC 340	Teaching/Coaching Methods	3

Students must also complete the professional studies component of teacher licensure at the K-12 level listed on page 100 of the Catalog. (27 semester hours)

<b>TOTAL HOURS REQUIRED</b>	<b>MINIMUM 71 SEMESTER HOURS</b>
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## GENERAL SCIENCE

The General Science major is designed for students interested in a broad spectrum of scientific disciplines. A strong base of knowledge is developed from courses in chemistry, physics, biology, and geology. Students who intend to continue their studies in graduate or professional school or seek out immediate employment will complete a senior project of their choice based in any of the sciences. Students who intend to teach will complete the professional studies requirements of the Teacher Education Licensure Program. These requirements include courses in psychology, education, and content methods & student teaching. Students must earn at least a C- in each course in the major.

REQUIRED MAJOR COURSES		51 Semester Hours
<i>Required courses:</i>		
BIO 110/110L	Principles of Biology I	4
BIO 120/120L	Principles of Biology II	4
BIO 240/240L	Biodiversity	4
BIO 330	Evolutionary Biology	3
CHE 103/103L	Principles of Chemistry I	4
CHE 104/104L	Principles of Chemistry II	4
CHE 210/210L	Environmental Chemistry	4
GEOL 101/101L	Physical Geology	4
GEOL 105/105L	Historical Geology	4



MAT 141	Probability and Statistics	3
MAT 211	Analytic Geometry and Calculus I	4
<i>Select one course:</i>		4
PHYS 103/103L	General Physics I	
PHYS 201/201L	Physics I	
<i>Select one course:</i>		4
PHYS 104/104L	General Physics II	
PHYS 202/202L	Physics II	
<i>Required courses:</i>		
SCI 494	Senior Project I	2
SCI 495	Senior Project II	2

TOTAL HOURS REQUIRED

MINIMUM 51 SEMESTER HOURS

## TEACHER LICENSURE IN SCIENCE (GRADES 9-12)

Students wishing to earn teacher licensure in science must major in general science, taking all courses required for the General Science major with one substitute course. Those seeking teacher licensure will substitute EDU 400, Content Methods and Student Teaching, for SCI 494/495.

Students must also complete the professional studies component of teacher licensure at the high school level listed on page 100 of the Catalog.

## HEALTH SCIENCE STUDIES

The Health Science Studies (HLSS) major is designed for students planning to enter graduate or professional programs in dentistry, medicine, pharmacy, public health, physician’s assistant, physical therapy, sports medicine, and veterinary medicine. The goal of the HLSS major is to educate students with excellent and distinctive preparation for their professional careers. This includes mastery of traditional disciplinary science and mathematics courses (biology, chemistry, physics, and calculus), ethical and psychological understanding, experiential learning, and integrative learning. A grade of C or higher must be earned in all major courses. For additional information about the HLSS major, contact the Coordinator of the HLSS major or the Division of Environmental Studies, Mathematics and Natural Sciences.

REQUIRED MAJOR COURSES

48 Semester Hours

<i>Required courses:</i>		
BIO 110/110L	Principles of Biology I	4
BIO 120/120L	Principles of Biology II	4
BIO 210/210L	Human Anatomy and Physiology I	4
BIO 220/220L	Human Anatomy and Physiology II	4
CHE 103/103L	Principles of Chemistry I	4
CHE 104/104L	Principles of Chemistry II	4

CHE 201/201L	Organic Chemistry I	4
CHE 202/202L	Organic Chemistry II	4
<i>Select either option:</i>		8
MAT 121 and MAT 211	Elementary Functions with Trigonometry Analytic Geometry and Calculus I	
or		
MAT 211 and MAT 221	Analytic Geometry and Calculus I Analytic Geometry and Calculus II	
<i>Select either option:</i>		8
PHYS 103/103L and PHYS 104/104L	General Physics I General Physics II	
or		
PHYS 201/201L and PHYS 202/202L	Physics I Physics II	
<b>Human Interactions and Psychological Knowledge</b>		
<i>Select one ethics course:</i>		3
ORG 305	Business Ethics	
PHI 262 or REL 262	Introduction to Ethics	
<i>Required course:</i>		
PSY 101	General Psychology	3
<b>Experiential</b>		
<i>Required course:</i>		
HSS 395	Health Science Studies and Internship	2
<b>Integrative and Experiential</b>		
HSS 494	Senior Project	2
HSS 495	Senior Project	2
<b>TOTAL HOURS REQUIRED</b>		<b>MINIMUM 60 SEMESTER HOURS</b>

## HISTORY

The History major at Brevard College enables students to achieve high academic standards in critical thinking, writing, research, and oral presentation. History alumni of this program have gone on to graduate programs in history, law school, high school teaching, the Peace Corps, law enforcement, and business. Students usually choose one of three paths for their study: a history major with a Pre-Law minor; a history major with Teacher Licensure in Social Studies; or a history major with focused studies in Art History and Archaeology, Environmental history, Modern American history, or Modern European history. The flexible design of this major also provides ample room for a minor in another field or even a double major.

**REQUIRED MAJOR COURSES****10 Semester Hours***Required courses:*

HIS 102	History of Western Civilization Since 1648	3
HIS 104	United States History Since 1865	3
HIS 110	Global History	3
HIS 269	Academic Practicum	1

**REQUIRED AREA COURSES****6 Semester Hours****United States History Area****3**

*Students completing teacher licensure in social studies should refer to the list of courses for teacher licensure (see page 85).*

*Select one course:*

HIS 220	United States Legal and Constitutional History
HIS 221	History of United States Foreign Relations
HIS 222	Industrialization of America, 1877-1920
HIS 224	United States Since 1945
HIS 225	United States African-American History
HIS 302	Environmental History
HIS 323	History of Southeastern Native Americans
HIS 353	United States Women's History
HIS 354	History of the Southern United States
HIS 355	North Carolina History
HIS 420	Special Topics in American History

**European History Area****3**

*Students completing teacher licensure in social studies should refer to the list of courses for teacher licensure (see page 85).*

*Select one course:*

HIS 210	European Renaissance and Reformation History
HIS 215	The History of 18 <sup>th</sup> and 19 <sup>th</sup> Century Europe
HIS 250	History of Ancient Greece
HIS 251	History of Ancient Rome
HIS 303	History of Modern Science to 1800
HIS 304	History of Modern Science 1800 to the Present
HIS 311	The Social and Political History of Twentieth Century Europe
HIS 312	Twentieth Century European Cultural and Intellectual History
HIS 430	Special Topics in European History

**RESTRICTED ELECTIVES****15 Semester Hours**

Only one 100 level course and one independent study course can be used as a restricted history major elective; at least 3 restricted electives must have HIS prefixes. *Students completing teacher licensure in social studies should refer to the list of courses for teacher licensure (see page 85).*

*Any AH course, 200/300/400 level*

HIS 101	Western Civilization to 1648
HIS 103	United States History to 1865



Any HIS course, 200/300/400 level

MUS 201	Jazz History
MUS 301, 302	Music History I, II
REL 221	The Rise of Western Christendom
REL 253	World Religions
REL 301	History of Israel
REL 325	The Age of Reform: 1250-1550

REQUIRED RELATED STUDY

6 Semester Hours

Required courses:

Select two courses with the same academic prefix at the 200/300/400 level.

NOTE: Students completing teacher licensure in social studies should refer to the list of courses on teacher licensure in social studies below.

SENIOR PROJECT and SEMINAR REQUIREMENT

6 Semester Hours

Required courses:

HIS 401	Historiography	3
HIS 402	Historical Methodology	3

TOTAL HOURS REQUIRED

MINIMUM 43 SEMESTER HOURS

TEACHER LICENSURE IN SOCIAL STUDIES (9-12)

Students wishing to earn teaching licensure in social studies must major in history, taking the following specific courses within the General Education Requirements and in the History major to meet the required competency areas:

Required courses:

ANTH 201	Principles of Anthropology	3
ECON 201	Macroeconomics	3
GEOL 101/101L	Physical Geology	4
HIS 102	History of Western Civilization Since 1648	3
HIS 103	United States History I to 1865	3
HIS 104	United States History II Since 1865	3
HIS 110	Global History	3
HIS 355	North Carolina History	3
PLSC 210	American Government	3
SOC 201	Principles of Sociology	3
SOC 325	Population and Contemporary Social Issues	3

Select one course: 3

HIS 223	History of Southeastern Native Americans
HIS 353	United States Women's History
HIS 225	U.S. African American History

Select one course: 3

HIS 210	European Renaissance and Reformation History
HIS 215	The History of 18 <sup>th</sup> and 19 <sup>th</sup> Century Europe
HIS 250	History of Ancient Greece
HIS 251	History of Ancient Rome
HIS 301	History of Modern Science

HIS 311	The Social and Political History of Twentieth Century Europe
HIS 312	Twentieth Century European Cultural & Intellectual History
HIS 430	Special Topics in European History

<i>Select one course:</i>		3
HIS 222	Industrialization of America, 1877-1920	
HIS 224	United States Since 1945	

Students must also complete the professional studies component of teacher licensure at the high school level listed on page 100 of the Catalog.

## INTEGRATED STUDIES

The Integrated Studies major allows students to define their own fields of concentration(s) and to build coherent programs taking advantage of the flexibility and special opportunities at Brevard College. The degree encourages responsibility and self-direction. To gain admission to the program, a student must have an overall grade point average of 2.0 or higher and identify two faculty members from two different disciplines as mentors. One of these will be the program advisor, with whose help the student will plan educational goals. Progress on the plan is assessed by the major coordinator of Integrated Studies and the two identified faculty. This major should be declared at any time before the end of the sophomore year. Students majoring in Integrated Studies are required to participate in a set of experiential courses described as seminars, practicums and internships, and projects.

### MAJOR REQUIREMENTS

#### REQUIRED EMPHASES 30 Semester Hours

Students must select either the Two Focused Emphases option (two topics) or the General Emphases option. Courses selected for either option may not be used for General Education Requirements, other majors, minors, or in more than one emphasis.

#### A. Two Focused Emphases Option 30 Semester Hours

##### Topic 1. Emphasis in (e.g. social sciences) 15

Select five courses beyond the General Education Requirements (At least 3 of these must be at the 300/400 level.) A list of courses available and appropriate for this requirement is available from the major coordinator and faculty advisor.

##### Topic 2. Emphasis in (e.g. art history) 15

Select five courses beyond the General Education Requirements (At least 3 of these must be at the 300/400 level.) A list of courses available and appropriate for this requirement is available from the major coordinator and faculty advisor.

#### B. General Emphases Option 30 Semester Hours

Select a minimum of 10 courses beyond the General Education Requirements, including at least one course per division (Environmental Studies, Mathematics & Natural Sciences;

Exercise Science & Wilderness Leadership; Fine Arts; Humanities; Social Sciences). At least six of these courses must be at the 300/400 level. A list of courses available and appropriate for the selected area of study is available from the major coordinator and faculty advisor.

SENIOR PROJECT AND EXPERIENTIAL REQUIREMENTS		5-8 Semester Hours
INT 369/469	Pacticum/Internships	1-3
INT 460	Integrated Studies Senior Seminar	1
INT 480	Senior Project	3

ADDITIONAL EXPECTATIONS

Course selection in the general education core or emphasis in the major must include the following

- a special topics seminar
- a course focusing on a cultural tradition other than the student’s own
- an independent or directed study

ELECTIVES

At least two electives must be at the 300/400 level.

TOTAL HOURS REQUIRED	MINIMUM 35 SEMESTER HOURS
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EXAMPLES OF INTEGRATED STUDIES FOCUSED EMPHASES

1	EMPHASIS IN PRE-LAW	28 Semester Hours
The courses for the Pre-Law Minor (see page 117) may be used as an emphasis in Integrated Studies rather than as a minor. Pre-Law may not be used as both a minor and as an emphasis in Integrated Studies.		

2.	EMPHASIS IN CRIMINAL BEHAVIOR/JUSTICE	15 Semester Hours
SOC 390	Special Topics Seminars: <i>(topic Criminology)</i>	3
PLSC 320	Constitutional Law	3
PSY 220	Abnormal Psychology	3
COM 380	Argumentation and Debate	3
INT 369/469	Independent Study or Internship in Criminal Justice	3

3.	TEACHER LICENSURE IN ELEMENTARY EDUCATION (K-6)	
Students wishing to earn teacher licensure in elementary education must major in integrated studies, taking the following specific courses to meet required competency areas. Some of these requirements may be met as part of the General Education Requirements. Teacher licensure in elementary education represents a combination of emphases. The courses at the 300/400 level are required in the Education Professional Studies Requirements. This emphasis includes more required hours than other combined emphases in Integrated Studies.		

English and Language Arts:		15 Semester Hours
ENG 111	Rhetoric and Composition	3
ENG 112	Critical Inquiry and Communication	3
ENG 208	World Literature	3



ENG 220	Thematic Studies in Literature	3
ENG 353	Writing Assessment	3
<b>Fine Arts:</b>		<b>9 Semester Hours</b>
AH 202	Art History II	3
MUS 101	Music Appreciation	3
THE 101	Introduction to Theater	3
<b>Health and Physical Education</b>		<b>2 Semester Hours</b>
Select any PE <i>or</i> HLT course, <i>or</i> EXSC 200		
<b>Mathematics</b>		<b>6 Semester Hours</b>
MAT 111	Topics in Mathematics	3
MAT 200	Discrete Mathematics	3
<b>Natural Sciences</b>		<b>16 Semester Hours</b>
BIO 105/105L	Concepts of Biology	4
GEOL 101/101L	Physical Geology	4
PHYS 101/101L	Concepts of Physics	4
PHYS 102/102L	Astronomy	4
<b>Religion</b>		<b>3 Semester Hours</b>
REL 253	World Religions	3
<b>Social Sciences</b>		<b>21 Semester Hours</b>
ECON 201	Macroeconomics	3
HIS 103	United States History to 1865	3
HIS 104	United States History from 1865	3
HIS 110	Global History	3
HIS 355	North Carolina History	3
PLSC 210	American Government	3
SOC 325	Population and Contemporary Social Issues	3

**Competency in Information Technology for Teacher Licensure**  
 Demonstrated by passing all components of the computer competency test or completion of computer modules. Students must also complete the professional studies component of teacher licensure for elementary education listed on page 98 of the Catalog.

## MATHEMATICS

The Mathematics major is designed to develop mathematical skills and much more. The study of mathematics will also develop analytical and thinking skills and an appreciation of the contemporary and historical role of mathematics in the development of society. The foundation mathematics major receives enables the student to pursue a number of options upon graduation. Among these are: graduate studies in mathematics or other fields, teacher

licensure, career opportunities such as actuarial science, biomathematics financial mathematics, and others. Students can expect to work closely with the mathematics faculty in small classes and to develop their ability to communicate mathematics both orally and in writing. Students must earn at least a C- in all courses in the major.

REQUIRED MAJOR COURSES

31 Semester Hours

Required courses:

IT 211	Introduction to Computer Programming I	3
MAT 200	Discrete Mathematics	3
MAT 211, 221, 231	Calculus and Analytic Geometry I, II, III	12
MAT 341	Linear Algebra	3
MAT 351	Differential Equations	3
MAT 361	Modern Algebra	3
MAT 411	Real Analysis	3
MAT 450	Seminar	1

RESTRICTED ELECTIVES

12 Semester Hours

Select from MAT or IT. Electives may include no more than one course in information technology; MAT electives must be at the 400 level. Students seeking teacher licensure should take the recommended restricted electives under teacher licensure.

TOTAL HOURS REQUIRED

MINIMUM 43 SEMESTER HOURS

TEACHER LICENSURE IN MATHEMATICS (GRADES 9-12)

Students wishing to earn teacher licensure in mathematics must major in mathematics, taking the following specific courses to meet required competency areas.

Required courses:

MAT 141	Probability and Statistics	3
MAT 412	Complex Variables	3
MAT 415	Special Topics in Mathematics (topic: Euclidian Geometry)	3

Select one course:

IT 212	Introduction to Computer Programming II	3
IT 360/360L	Data Structures	
IT 370	Computer Architecture	
MAT course, 400-level		

Students must also complete the professional studies component of teacher licensure at the high school level listed on page 98 of the Catalog.

# MUSIC

The mission of the music department at Brevard College is to foster the creative, intellectual, and spiritual growth of students by instilling a commitment to artistic and personal excellence within a vital community of learners. Our goals for every music student are to develop technical facility and musicality in solo and ensemble performance, to develop facility with music notations including notation software, to sharpen analytical skills of performed and written music, and to increase their understanding of music history and compositional styles.

The music department provides applied instruction, classes, and ensembles for students enrolled in the three music degree programs and to interested students throughout the college. The Bachelor of Arts degree option is designed for those students whose wish is to be broadly educated in the liberal arts and in music. There are optional concentrations in Composition, Jazz Studies, or Theory/History for any student who wishes a more focused course of study. The Bachelor of Arts with Emphasis in Teacher Education prepares students for licensure in public school music K-12 and for further study at the graduate level. The Bachelor of Music in Performance degree provides intensive study in music for talented students preparing for professional careers. While all prospective students must pass an audition/interview for acceptance into the music program as majors, the foundation requirements in the first-year curriculum make no distinction among the principal programs (B.A. in Music, B.A. with an Emphasis in Music Teaching, or Bachelor of Music in Performance). The Department of Music at Brevard College is an accredited institutional member of the National Association of Schools of Music.

## B.A. IN MUSIC

### REQUIRED MAJOR COURSES

45 Semester Hours

*Required courses:*

MUS 103	Harmony I	3
MUS 104	Harmony II	3
MUS 105	Sight Singing/Dictation I	1
MUS 106	Sight-Singing/Dictation II	1
MUS 107	Introduction to Music Literature	3
MUS 121	Class Piano I	1
MUS 123	Class Piano II	1
MUS 203	Harmony III	3
MUS 204	Harmony IV	3
MUS 205	Sight-Singing/Dictation III	1
MUS 206	Sight-Singing/Dictation IV	1
MUS 301	Music History I	3
MUS 302	Music History II	3
ENS-Ensembles	Six semesters of participation in a large ensemble (Symphonic Winds, Jazz Ensemble, Concert Choir) are required, to run concurrently with six semesters of APM study (through APM 333). (Two additional semester hours of participation are required for a total of 8 for the B.A. Degree and for the B.A. Degree with Emphasis in Music Teaching.) These may be taken by the student in any semester and may come from	6

Major Programs



small ensembles specific to a student's instrument (e.g. Brass Choir, Accompanying, Chamber Chorale, etc.). Students earning the B.A. Degree with an Emphasis in Jazz Studies are required to take 2 additional hours of ENS 194 to run concurrently with APM 431 and 433. Students receiving their music scholarship awards must meet the ensemble requirements for their chosen degree. In addition, they should refer to their music award letter for additional information about ensemble participation.

APM-Applied Music                      APM 131, 133, 231, 233, 331, 333                      12

Students majoring in music are required to choose one instrument as their principal instrument. The sequence of applied study must be begun by the sophomore year to achieve a minimum of 12 hours.

RCT 100                      Music Colloquium                      0

**RESTRICTED ELECTIVES** **6 Semester Hours**

*Students cannot take both MUS 202 and MUS 330 to fulfill this requirement.*

- |         |                            |
|---------|----------------------------|
| MUS 202 | World Music and Culture    |
| MUS 303 | Twentieth-Century Music    |
| MUS 304 | Counterpoint               |
| MUS 305 | Form and Analysis          |
| MUS 306 | Orchestration              |
| MUS 308 | Topics in Music Literature |
| MUS 330 | Conducting                 |

**ADDITIONAL REQUIREMENTS IN PIANO AND VOICE**

All music majors, except keyboard principals, must pass the piano competency test (the final exam for MUS 123). The level in which a student begins in Class Piano is determined by a test before initial registration.

Voice students must take MUS 108 *and* MUS 109 (Vocal Diction I *and* II).

**RECITAL ATTENDANCE**

Regular attendance at artistic performances is a vital part of a music major's education. Attendance at weekly Colloquium (RCT 100) is required. In addition, performance attendance at four events per semester will be required in the following courses: MUS 103, MUS 104, MUS 107, MUS 203, MUS 204, MUS 301, *and* MUS 302.

**JUNIOR or SENIOR RECITAL**

Although not a requirement for the B.A. degree in Music, a Junior and/or a Senior Recital are strongly encouraged, especially for those students wishing to continue in music at the graduate level. For those students wishing to give a non-degree recital, the department also offers the option of MUS 234 (0 credit hours). All recitals are planned in consultation with the applied instructor. The procedure for recitals is outlined in the *Music Student Handbook*, and forms can be obtained in the Music Office.

**OPTIONAL EMPHASIS**

**15-18 Semester Hours**

Students majoring in Music may earn an optional emphasis in one of the following areas:  
Composition, Jazz Studies, Music Teaching, Performance, or Theory/History.

**Composition Emphasis**

**16 Semester Hours**

*Required courses:*

MUS 184, 185	Composition I, II	4
MUS 200	Electronic Music	1
MUS 304	Counterpoint	3
MUS 306	Orchestration	3
MUS 384, 385	Composition III, IV	4
MUS 484	Composition Recital (Senior Year)	1

**Jazz Studies Emphasis**

**16 Semester Hours**

*Required courses:*

MUS 201*	Jazz History	3
MUS 207	Jazz Theory/Improvisation	3
APM 431**	Applied Music	2
APM 433	Applied Music	2
ENS 194	Jazz Ensemble	2
MUS 334 or 434	Junior or Senior Recital	1

*\*It is recommended that MUS 201 be taken before MUS 207.*

*\*\*APM 431 will conclude with a jazz jury.*

**Theory/History Emphasis**

**18 Semester Hours**

*Theory Component (required courses)*

**9 Semester Hours**

MUS 304	Counterpoint	3
MUS 305	Form and Analysis	3
MUS 306	Orchestration	3

*History Component (required courses)*

**9 Semester Hours**

MUS 201	Jazz History	3
MUS 308	Topics in Music Literature	6

**TOTAL HOURS REQUIRED**

**MINIMUM 65 SEMESTER HOURS**

**TEACHER LICENSURE WITH EMPHASIS IN MUSIC TEACHING (K-12)**

The Bachelor of Arts in Music with Emphasis in Music Teaching prepares students for initial licensure in K-12 public school music. In North Carolina, licensure is for all areas of music – general, choral, and instrumental. Students wishing to earn teaching licensure in music must major in music, completing the 51 semester hours of credit outlined for the Bachelor of Arts in Music Degree and taking the following specific courses to meet required competency areas:

*Required courses:*

MUS 202	World Music and Culture	3
MUS 210	Brass Methods	1
MUS 211	Woodwinds Methods	1
MUS 212	Percussion Methods	1
MUS 213	String Methods	1
MUS 214	Vocal Methods	1

MUS 306	Orchestration	3
MUS 330	Conducting	3
MUS 310	Materials and Methods for Teaching Music in the Elementary Schools	3
MUS 311	Materials and Methods for Teaching Music in the Middle and Secondary Schools	3

NOTE: MUS 202, MUS 306, and MUS 330 also fulfill the restricted electives requirement of 6 hours for the Bachelor of Arts Degree in Music.

Students must also complete the professional studies component of teacher licensure at the K-12 level listed on page 100 of the Catalog.

### BACHELOR OF MUSIC IN PERFORMANCE

Required courses:		73 Semester Hours
MUS 103	Harmony I	3
MUS 104	Harmony II	3
MUS 105	Sight-Singing/Dictation I	1
MUS 106	Sight-Singing/Dictation II	1
MUS 107	Introduction to Music Literature	3
MUS 121	Class Piano I	1
MUS 123	Class Piano II	1
MUS 203	Harmony III	3
MUS 204	Harmony IV	3
MUS 205	Sight-Singing/Dictation III	1
MUS 206	Sight-Singing/Dictation IV	1
MUS 301	Music History I	3
MUS 302	Music History II	3
MUS 303	Twentieth-Century Music	3
MUS 304	Counterpoint	3
MUS 305	Form and Analysis	3
MUS 312	Pedagogy of Applied Music	1
MUS 330	Conducting	3
APM-Applied Music	APM 131, 133, 231, 233, 331, 333, 431, 433 Music majors pursuing the BM in Performance degree must apply and be admitted to the program by the appropriate area faculty following the final jury of the sophomore year.	16
MUS 434	Senior Recital	1
ENS-Ensemble	Enrollment in 1 large ensemble (Symphonic Winds, Jazz Ensemble, Concert Choir) and 1 small ensemble are required per semester. Students receiving music scholarships should refer to their music award letters for additional information about ensemble participation.	16



### Restrictive Electives:

8-11 Semester Hours

Choose a minimum of 11 credits for Instrumental Majors and 8 credits for Vocal Majors

MUS 200	Electronic Music	1
MUS 202	World Music	3
MUS 308	Topics in Music Literature	3*
MUS 184/185/384/385	Composition	2**
MUS 306	Orchestration	3

\*may be repeated only once

\*\*one course only

### ADDITIONAL REQUIREMENTS IN PIANO AND VOICE

All music majors, except keyboard principals, must pass the piano competency test (the final exam for MUS 123). The level in which a student begins in Class Piano is determined by a test before initial registration.

Voice students must take MUS 108 and MUS 109 (Vocal Diction I and II).

### RECITAL ATTENDANCE

Regular attendance at artistic performances is a vital part of a music major's education. Attendance at the weekly Colloquium (RCT 100) is required. In addition, performance attendance at four events per semester will be required in the following courses: MUS 103, MUS 104, MUS 107, MUS 203, MUS 301 and MUS 302.

### TOTAL HOURS REQUIRED

MINIMUM 84 SEMESTER HOURS

## PSYCHOLOGY

The mission of the faculty and associated staff of the Psychology major at Brevard College is to provide well-rounded, career-oriented, skills-based training in psychology delivered in a liberal arts context. Students are encouraged to consider multiple perspectives toward the world in which they live and are encouraged to be active, engaged, tolerant and service-oriented citizens. Likewise students are trained to be informed consumers of psychological information and services through a programmatic emphasis on psychological literacy, and a fundamental emphasis on psychological research and literature. The major is designed with an intensive skills training component and early career path exploration. Together with their advisors, students concentrate their studies on their most likely career choice. Students are guided toward careers in Clinical/Counseling Psychology, Developmental Psychology, Social Psychology, Applied Psychology; and Cognitive Psychology. The program also provides opportunities for research with faculty members and offers a senior capstone that provides an examination of the state of the discipline. Seniors are also encouraged to participate in internship/fieldwork opportunities.

<b>FOUNDATION COURSES</b>		<b>10 Semester Hours</b>
<i>Required courses:</i>		
MAT 141	Probability and Statistics	3
PSY 101	General Psychology	3
PSY 102	Psychology Skills and Careers Lab	1
PSY 210	Social Science Research Methods	3
<b>MAJOR SEQUENCE</b>		<b>12 Semester Hours</b>
<i>Required courses:</i>		
PSY 220	Abnormal Psychology	3
PSY 230	Life-span Development	3
PSY 240	Social Psychology	3
<i>Select one course:</i>		3
PSY 260	Industrial/Organizational Psychology	
PSY 280	Psychology of Learning	
<i>Select seven courses</i>		<b>21 Semester Hours</b>
Select 21 hours of additional psychology courses. Fifteen hours must be at the 300-400 level.		
<b>CAPSTONE EXPERIENCE</b>		<b>3 Semester Hours</b>
<i>Required course:</i>		
PSY 495	Senior Seminar: History, Systems and Contemporary Issues in Psychology	3
<b>TOTAL HOURS REQUIRED</b>		<b>MINIMUM 46 SEMESTER HOURS</b>

## RELIGIOUS STUDIES

In keeping with the overall mission of Brevard College, the major in Religious Studies promotes an open-minded appreciation for the varied practices and beliefs of the Hebrew and Christian traditions as well as other religious and philosophical traditions. Through critical and careful instruction, the major addresses four principal aims:

- 1) to provide opportunities for students to explore issues of belief and practice from the Judeo-Christian tradition and other major religions of the world, past and present;
- 2) to enable students to hone their skills in academic inquiry, dialogue, and debate (focused upon, but not restricted to, the analysis of sacred texts);
- 3) to assist students in acquiring the skills and knowledge to undertake meaningful professional careers, whether in faith-related vocations (e.g. outdoor ministries, educational and counseling ministries, music ministries) or other fields which contributed to human well-being;
- 4) where appropriate, to prepare students for graduate study in religion and related disciplines (e.g. law, business, social work, education, parish ministry).

With the assistance of their academic advisors, Religious Studies majors select the courses most appropriate to their intellectual interests and vocational aspirations from the options within distribution areas common to all majors (biblical studies; historical studies; philosophy, theology, and ethics; studies in religious diversity; philosophy and religion electives). Majors may further individualize their programs of study by selecting restricted elective courses within a personally-designed focus area (such as philosophy, diversity studies, biblical archaeology, etc.). Whether they choose to focus their study in this fashion or to sample more broadly, all majors complete a senior research methodologies seminar, a major portfolio, and a senior project or thesis.

**COMMON REQUIREMENTS** 21 Semester Hours (including senior project/thesis)

Students pursuing the Major in Religious Studies must complete 21 hours of Major Requirements in Religion. This course work will include the following areas and semester hours: \*

Biblical Studies	6
Historical Studies	3
Philosophy, Theology, and Ethics	3
Studies in Religious Diversity	3
Humanities Research Methodologies	3
Senior project/thesis	3

*\*See below for detailed list of course options. Special topics courses (REL 280/380), internships (REL 369/469), and independent studies (REL 389/489) may be applied under various of these rubrics, depending upon their thematic focus.*

## REQUIRED MAJOR COURSES

21 Semester Hours

## Biblical Studies

6 Semester Hours

Select one course:

3

REL 101	The Old Testament
REL 102	The New Testament

Select one course:

3

REL 301	History of Israel
REL 308	Old Testament Topics
REL 310	Israelite and Christian Writings Outside the Bible
REL 312	Jesus in the Gospels
REL 316	St. Paul: Ancient Biography
REL 318	New Testament Topics

## Historical Studies

3 Semester Hours

Select one course:

3

HIS 210	European Renaissance and Reformation History
HIS 312	Twentieth Century European Cultural and Intellectual History
REL 221	The Rise of Western Christendom
REL 235	Religious Traditions and the Arts
REL 241	Christianity in America's Past
REL 325	The Age of Reform: 1250-1550



Philosophy, Theology, and Ethics3 Semester Hours

Select one course:3

PHI 261	Introduction to Philosophy
PHI/REL 262	Introduction to Ethics
PHI/REL 368	Philosophy and the Christian Intellectual Tradition
REL 264	Religious Education and Faith Development
REL 365	Philosophy of Religion

Studies in Religious Diversity3 Semester Hours

Select one course:3

ENV 330	Environment and Spirituality
HIS 323	History of Southeastern Native Americans
REL 253	World Religions
REL 255	Judaism, Christianity, Islam
REL 258	Ancient Cosmology
REL 288/388	Women and Religion

Research Methodologies and Senior Project/  
Thesis Requirement6 Semester Hours

All majors in Religious Studies must complete a senior project or thesis. The faculty in Religious Studies must approve the topic and nature of this project/thesis by the end of the student’s first semester as a senior. Normally, the proposal for the project/thesis will be developed in conjunction with the divisional seminar in Humanities Research Methodologies, HUM 461, and will include a brief summary of the project, a bibliography and review of available literature in the topic area, and a statement of proposed methodology. The project or thesis itself should be completed by the tenth week of the semester in which the student plans to graduate, and presented in oral defense before faculty and students from the Humanities Division. Upon the approval of the faculty in Religious Studies, the student will be awarded credit for REL 490. No degree in Religious Studies will be awarded without completion of the senior project/thesis.

Required courses:		
HUM 461	Humanities Research Methodologies	3
REL 490	Senior Thesis	3

RESTRICTED ELECTIVES15 Semester Hours

For the Major in Religious Studies students must also take 15 hours of religion and/or philosophy electives. At least 6 of the 15 hours must be at the 300/400 level.

PHILOSOPHY and the RELIGIOUS STUDIES MAJOR

Students who are particularly drawn to questions and issues of a philosophical nature can map out a philosophical focus area under the 33 hours of the Religious Studies Major requirements. Such a focus might look like the following:

21 Hours of Major Requirements (example courses)

HIS 312	Twentieth Century European Cultural and Intellectual History
HUM 461	Humanities Research Methodologies
PHI 261	Introduction to Philosophy

REL 253	World Religions
REL 308	Old Testament Topics: <i>(topic: The Pentateuch)</i>
REL 490	Senior Thesis <i>(focus on philosophical problem or issue)</i>

**12 Hours of Restricted Electives in Philosophy and Religion (example courses):**

PHI 262	Introduction to Ethics
PHI 282	Existential Literature
PHI/REL 368	Philosophy and the Christian Intellectual Tradition
PHI 389	Independent Study in Philosophy
REL 258	Ancient Cosmology
REL 365	Philosophy of Religion

**TOTAL HOURS REQUIRED MINIMUM 33 SEMESTER HOURS**

Students wishing to pursue careers in Outdoor Ministries are encouraged to pursue the Major in Religious Studies with a minor in Wilderness Leadership and Experiential Education (see requirements listed under WLEE).

Students wishing to pursue careers in Religious Counseling are encouraged to design a focus in Psychology and Counseling to augment their major. Courses appropriate to this focus area include the following:

PSY 220	Abnormal Psychology
PSY 230	Life-span Development
PSY 250	Introduction to Basic Counseling Skills
PSY 320	Therapeutic Principles and Practices
PSY 362	Personal and Group Environments

Students wishing to pursue careers in Religious Education are encouraged to design a focus area in Religious Education. Courses appropriate to this focus area include the following:

EDU 202	Foundations of Education
EDU 320	Children’s Literature
ENG 343	Adolescent Literature
PSY 230	Life-span Development
PSY 365	Personal and Group Environments
WLEE 220	Theory and Practice of Experiential Education

**TEACHER EDUCATION LICENSURE**

In keeping with the mission of Brevard College, the Teacher Education Program’s goal is to prepare educators to lead the next generation of learning communities in a diverse and dynamic world. The course work in this program provides modeling of best practices and features a strong experiential base that includes classroom observation and experiences attached to numerous courses. The program emphasizes reflection and active learning; students apply what they have learned in their college classroom to help facilitate their activities

in the public schools. When fully implemented, the program will enable students to earn licensure in the following areas: English, Math, Social Studies, and Science in grades 9-12; Art, Music, Physical Education, and Theater in grades K-12; and Elementary in grades K-6.

The following courses of study, which will include the college’s general education requirements, the professional course sequences, and applied practice meets North Carolina requirements for Initial licensure in all areas. Applied practice includes early field experiences assigned as part of the professional course sequence and Student Teaching.

Brevard College has received provisional approval from the North Carolina Board of Education to offer licensure in English, grades 9-12; Social Studies, grades 9-12; Physical Education, grades K-12; and Theatre Studies, grades K-12. The College is currently seeking approval of these additional licensure areas by the State Board of Education: Elementary, grades K-6; Mathematics, grades 9-12; Science, grades 9-12; Art, grades K-12; and Music, grades K-12. For the up-to-date status of each licensure program in relation to state approval, students should consult with the Director of Teacher Education.

In addition to completing the required Professional Studies courses for their level of licensure, students will complete the major (often with specified or additional courses) for the specific area of licensure as indicated below:

Elementary grades K-6.....	Integrated Studies ( <i>p. 86</i> ) ....	Ron Kiviniemi
English grades 9-12 .....	English ( <i>p. 74</i> ) .....	Betsy Burrows
Mathematics grades 9-12 .....	Mathematics ( <i>p. 88</i> ) .....	Don Lander
Science grades 9-12.....	General Science ( <i>p. 81</i> ) .....	Carroll Brooks
Social Studies grades 9-12 .....	History ( <i>p. 83</i> ) .....	Margaret Brown
Art grades K-12 .....	Art ( <i>p. 68</i> ) .....	Jo Pumphrey
Music grades K-12.....	Music ( <i>p. 90</i> ) .....	Susan Nicholson
Physical Education grades K-12 ...	Exercise Science ( <i>p. 79</i> ) .....	Norm Witek
Theatre grades K-12 .....	Theatre Studies ( <i>p. 103</i> ) .....	Robert White

PROFESSIONAL STUDIES REQUIREMENTS

Core Courses required of all licensure areas:

EDU 202	Foundations of Education	(3cr) Spring,
PSY 230	Life-span Development	(3cr) Spring
EDU 301	Instructional Foundations	(3cr) Fall
EDU 303	Differentiated Instruction	(3cr) Fall
EDU 401	Student Teaching Seminar	(1cr) Fall, Spring

Elementary Licensure:

EDU 310	Methods in Teaching Science and Healthful Living in the Elementary School	3 credits Spring
EDU 311	Methods in Teaching Social Studies and the Arts in the Elementary School	3 credits, Spring
EDU 315	Elementary Reading/Language Arts Methods	3 credits, Fall
EDU 316	Elementary Mathematics Methods	3 credits, Fall
EDU 320	Children’s Literature	(3cr) Every other Fall
EDU 405	Student Teaching-Elementary	(14cr) Fall, Spring



## High School Licensure:

EDU 400

Content Methods and Student Teaching

(14cr) Fall, Spring

## K-12 Licensure:

Methods courses: see major requirements

EDU 410

K-12 Student Teaching

(14cr) Fall, Spring

## FORMAL ADMISSION TO THE TEACHER EDUCATION PROGRAM REQUIREMENTS

1. A cumulative grade point average of 2.5 or higher for all coursework.
2. Junior standing or higher.
3. Successful completion of EDU 202 Foundations of Education and PSY 230 by achieving a grade of C or higher.
4. Demonstrated proficiency in speaking and listening (Program Interview).
5. Satisfactory evaluations in pre-student teaching field experiences.
6. Progress in the education standards as evidenced by the professional portfolio.
7. Passing scores as established by the North Carolina State Department of Public Instruction on the Pre-Professional Skills Test (PRAXIS I), which includes Reading, Mathematics, and Writing. Candidates should take PRAXIS I during the semester they are enrolled in EDU 202 and must have passed this test before enrolling in EDU 301. Candidates should request that an official score report of the PRAXIS I Test be sent to the Director of Teacher Education, Brevard College. Students will make their own arrangements to take this test either in Asheville at Prometric Testing Center or at another testing site.

## APPLICATION PROCESS

All candidates for licensure (undergraduate, transfer, and post-baccalaureate) must be accepted to the Teacher Education Program. Undergraduates and transfers who are juniors and have completed EDU 202 and PSY 230 may apply early in the fall semester of their junior year. Post-baccalaureate candidates should apply after completion of EDU 202 and PSY 320.

Applications may be obtained from the office of the Director of Teacher Education. Candidates must have successfully completed the PRAXIS I and have a minimum GPA of 2.5 in order to complete the application process. At the time the application is returned, a candidate will be given the scheduled time to meet with the Program Interview Committee.

Candidates may take no more than 50% of their education coursework prior to being formally admitted to the program. Candidates who fail to meet the requirement for formal admission but have taken 50% of their education coursework will not be allowed to continue in the program until they have been admitted.

Candidates will be notified in writing by the Director of Teacher Education of their admission status. If a candidate does not meet the criteria for admission, the Director will outline the steps necessary to remedy any discrepancies. Candidates who are denied formal admission to the teacher education program will not be able to register for any further courses until all criteria are met.

## CONTINUANCE IN THE TEACHER EDUCATION PROGRAM

Candidates who have been accepted for admission to the Teacher Education Program must fulfill certain conditions in order to maintain good standing.

### A. Course work

1. At least 50% of the required education courses must be completed at Brevard College including the student teaching semester.
2. Post graduates and transfer students who have a grade of less than “C” in any courses required for their area(s) of licensure prior to coming to Brevard College may be required to retake the appropriate course(s).
3. Candidates receiving less than a “C” in a course (academic major, psychology, or education) relevant to their area of licensure may be required to retake the course.
4. Candidates receiving a below-average evaluation in any field experience may be required to complete additional field experience.
5. Candidates manifesting below average standards in any of the following elements of professionalism may be required to remedy the deficiency through additional course work, field experiences, or counseling:
  - a. teaching strategies
  - b. classroom management
  - c. expertise in the area of human development and relationships
  - d. personal and professional attributes and dispositions
6. Candidates must provide evidence through the portfolio process that they have met the Program Standards.

## POST-BACCALAUREATE LICENSURE ONLY

Candidates holding a baccalaureate degree from an accredited college or university may apply to pursue a program of study leading to teacher licensure in any of the areas offered at Brevard College. Following an evaluation of the individual’s previous academic transcripts, a specific program will be developed appropriate to the student’s academic background and experience. The Director of Teacher Education must approve this program and a written record of the student’s program requirements will be maintained in that office.

The requirements for licensure only programs are comparable to those for degree seeking students. For example, a student must:

- complete the same professional and specialty studies requirements as degree seeking students
- present passing scores for the Praxis Series
- complete an application for teacher licensure
- submit an application for admission to student teaching
- pass a Technology Competency/Portfolio review
- meet the same general admission, retention, and recommendation for licensure requirements defined for degree seeking students.

## ADMISSION TO STUDENT TEACHING REQUIREMENTS

1. Formal admission to the Teacher Education Program.
2. Fulfillment of the requirements for continuance in the Teacher Education Program as listed in the above section.
3. Successful completion of the College’s core requirements.

4. Fulfillment of the requirements for a major in an approved discipline.
5. Successful completion of all required education and cognate courses.
6. Achievement of a cumulative grade point average of 2.5 or better for all education and cognate courses.
7. Completion of the PRAXIS II content area tests in required areas..
8. Recommendation from major department.

## APPLICATION PROCESS

1. Eligible candidates will complete a student teaching application and return to the Director of Teacher Education by October 1 for the Spring semester and March 1 for the Fall semester assignments.
2. Each candidate will receive written notification regarding his/her assignment.
3. The policies and procedures for student teaching are contained in the Student Teaching Handbook. Candidates must complete student teaching in the appropriate area and level for which they are seeking licensure.
4. Required orientation seminars for those admitted to student teaching are held at the end of the term immediately preceding the semester during which student teaching takes place. Candidates will be notified of the date and time.

## WITHDRAWAL FROM STUDENT TEACHING

To continue in student teaching, students must maintain satisfactory professional conduct and adhere to the policies and regulation of the school to which they are assigned. Candidates failing to perform at a satisfactory level may be removed from student teaching upon the recommendation of the Cooperating Teacher and/or LEA administrator and the College Supervisor, with the approval of the Director of Teacher Education. Candidates may also withdraw from their placement at their own request.

## PROCESS OF WITHDRAWAL

1. The College Supervisor will meet with the Cooperating Teacher and the Student Teacher in a three-way conference to determine if the problem can be resolved without the removal of the Student Teacher.
2. The College Supervisor, the Cooperating Teacher, or the Student Teacher may request additional professional evaluations of the candidate's teaching from qualified College or school personnel.
3. If the problem cannot be resolved, the Student Teacher and the College Supervisor will meet to determine additional alternatives.
4. The College Supervisor will recommend withdrawal or other alternatives to the Director of Teacher Education.
5. The Director of Teacher Education will notify the candidate in writing of the final decision.

## RECOMMENDATION FOR LICENSURE REQUIREMENTS

1. Successful completion of the College's General Education Program requirements or their equivalents. Postgraduates who do not meet these requirements by nature of their baccalaureate degree may be required to supplement their coursework to meet licensure requirements.



- 2. Fulfillment of the requirements for a major in an approved discipline. Postgraduates are expected to complete any requirements for a Major appropriate to their area(s) of specialization but lacking in their prior education experience.
- 3. Successful completion of all course requirements with a cumulative grade point average of 2.5 or higher.
- 4. Successful completion of the student teaching experience.
- 5. Competence in the following areas as determined through field experience and student teaching performance: (a) teaching strategies, (b) classroom management, (c) expertise in the area of human development and relationships, and (d) personal and professional attributes and dispositions.
- 6. Passing scores on each test of PRAXIS series as required by the North Carolina State Board of Education. Specialty area exams must be taken before or during student teaching, or licensure will be delayed.

THEATRE STUDIES

The Bachelor of Arts in Theatre Studies provides a broad-based and cross-disciplined approach to the study of theatre as an undergraduate major, promoting cooperative work and study experiences, human values, creative expression, and leadership and communication skills that are significant to individual success in the classroom and life beyond the college. Students learn to manage resources: time, material, human, and monetary. Working as actors, stage managers, designers, crew members, house managers or publicists, and dramaturges, students gain a thorough understanding of theatre as a collaborative art. With emphases in performance, technical theatre and education with licensure, the program offers students a serious and challenging beginning to their studies in theatre and a background in areas that could lead to opportunities in professional theatre, education, graduate study, writing, computer technology, public service, communications or human relations.

The program for teacher licensure in theatre at Brevard College seeks to foster the creative, intellectual, and spiritual growth of performers and technicians by instilling a commitment to artistic and personal excellence within a community of learning. These goals are achieved through a rigorous sequence of courses in the theatre core, supplemented by performance and technical courses designed for this type of program. The program prepares students to teach in public and private schools K-12 and embraces the North Carolina Teacher Standards.

REQUIREMENTS

Students pursuing the major in theatre studies must complete 25 credit hours of theatre foundation courses and select an emphasis in Theatre Performance, Technical Theatre or Teacher Licensure (K-12).

REQUIRED FOUNDATION COURSES

25 Semester Hours

Required courses:

THE 104	Applied Theatre (2 productions; 1 semester hour each.)	2
THE 121	Stage Crafts I: Scenery, Lighting, Sound	3
THE 204	Applied Theatre (2 productions; 1 semester hour each)	2

THE 200	Introduction to Acting	3
THE 213	Introduction to Directing	3
THE 311	Theatre History I	3
THE 312	Theatre History II	3
THE 450 *	Senior Project	3

\* NOTE: Students seeking teacher licensure in theatre will substitute student teaching for THE 450.

<i>Select one course:</i>		3
THE 221	Scene Design	
THE 231	Lighting Design	
THE 241	Costume Design	

**REQUIRED EMPHASIS (Majors choose one emphasis.)**

**Performance Emphasis** **20 Semester Hours**

<i>Required courses:</i>		
ENG 322	Shakespeare	3
THE 304	Applied Theatre	1
THE 404	Applied Theatre	1
THE 201	Acting I	3
THE 301	Acting II	3

<i>Select:</i>		9
THE 102	Movement for the Stage	
THE 103	Voice for the Stage	
THE 313	Introduction to Playwriting	
THE 401	Advanced Studio Techniques	
THE 420	Special Studies: Theatre Literature	

**Technical Emphasis** **23 Semester Hours**

<i>Required courses:</i>		
ART 120	Drawing I	3
THE 122	Stage Crafts II: Costumes and Makeup	3
THE 220	Drawing for the Theatre	3
THE 304	Applied Theatre	1
THE 404	Applied Theatre	1

<i>Select one course:</i>		3
THE 221	Scene Design	
THE 231	Lighting Design	
THE 241	Costume Design	

<i>Select from the following courses:</i>		9
THE 320	Computer Aided Drafting	
THE 321	Advanced Scene Design	
THE 322	Scene Painting	
THE 331	Advanced Lighting Design	
THE 351	Stage Management	

Teacher Licensure in Theatre Emphasis (K-12)

25 Semester Hours

The Bachelor of Arts in Theatre Studies with an Emphasis in Teaching prepares students for initial licensure in K-12 public school theatre. Students wishing to earn teaching licensure in theatre studies must major in theatre studies, complete the 25 hours of theatre foundation courses above, and take the following specific courses to meet required competency areas.

*Required courses:*

ENG 322	Shakespeare	3
THE 102	Movement for the Stage	2
THE 103	Voice for the Stage	2
THE 122	Stage Crafts II: Costumes and Makeup	3
THE 351	Stage Management	3
THE 361	Theatre Methods	3
THE 401	Advanced Studio Techniques	3

*Select from the following courses:*

6

THE 221	Scene Design
THE 231	Lighting Design
THE 241	Costume Design

Theatre Studies majors who are pursuing teacher licensure may substitute student teaching for THE 450, Senior Project.

Students must also complete the professional studies component of teacher licensure at the K-12 level, listed on page 100 of the catalog.

TOTAL HOURS REQUIRED

MINIMUM 45 SEMESTER HOURS

WILDERNESS LEADERSHIP & EXPERIENTIAL EDUCATION

The Brevard College Wilderness Leadership and Experiential Education program delivers an innovative, intensive and experiential curriculum. The mission of the program is to promote the development of strong leaders and teachers capable of effectively managing a variety of outdoor experiences for a wide range of audiences in various and dynamic environments. The program is grounded in the theory and principles of leadership and experiential education and is rich with opportunity for application. Embedded within liberal arts educational community, the program embraces the many opportunities to enrich each student’s experience through interdisciplinary study. It fosters in each student qualities of responsibility and independent thought, respect for others, the spirit of collaboration, awareness of our environmental and cultural connections, and a commitment to life-long service and learning.



One of the most unique components of our program is the Immersion Semester, during which 10 students are enrolled in 5 inter-related courses under the direction of one faculty member. Students are immersed in many experiences intentionally designed to cooperatively develop their technical outdoor skills and most critically, fine-tune their teaching and leadership abilities. There are many opportunities to observe outstanding leaders and teachers in the field and to experiment with teaching and leadership skills. As a part of a functioning group, students experience and process the group dynamics that they study in theory. The Immersion Semester highlights include an 8-day Wilderness First Responder Course, many daily field experiences and approximately 35 overnight field days; including a 6-day trip sea kayaking on the coast, 3-day caving trip, and a 21-day wilderness expedition.

**REQUIRED MAJOR COURSES**

*Required courses:*

BIO 105/105L, or	Concepts of Biology	
BIO 110/110L, or	Principles of Biology I	
BIO 120/120L	Principles of Biology II	4
ENG 217	Studies in Environmental Literature	3
PSY 101	General Psychology	3
PSY 240	Social Psychology	3
WLEE 101	Introduction to Outdoor Education	3
WLEE 220	Theory and Practice of Experiential Education	3
WLEE 301	Wilderness Leadership/Experiential Education Practicum	1-6
WLEE 305	Legal Aspects of Wilderness Leadership, Experiential Education and Exercise Leadership	3
WLEE 391	Wilderness Leadership and Experiential Education: Internship Preparation	1
WLEE 392	Wilderness Leadership and Experiential Education: Internship	6
WLEE 402	Ethics of Wilderness Leadership, Experiential Education and Exercise Leadership	3
WLEE 405	Seminar: Open Topics	3

**Immersion Semester Block 15 Semester Hours**

*Required courses:*

WLEE 200	Leadership and Group Dynamics in Outdoor Pursuits	3
WLEE 250	Wilderness First Aid	3
WLEE 310	Outdoor Pursuits Education: Water-Based	3
WLEE 320	Outdoor Pursuits Education: Land-Based	3
WLEE 350	Wilderness Expedition	3

**Wilderness Skill Classes: 2 Semester Hours**

*Select two 1-hour courses to be completed prior to the Immersion Semester*

PE 151	Canoeing
PE 152	Rock Climbing I
PE 155	Kayaking

PE 157	Backpacking
PE 158	Mountain Biking
PE 159	Sea Kayak Touring

<b>Advanced Skill Classes:</b>	<b>4 Semester Hours</b>
<i>Select two 2-hour courses to be completed after the Immersion Semester</i>	
WLEE 201 or 202	Lifeguarding or Water Safety Instructor
WLEE 251	Canoe Instructor
WLEE 252	Advanced Rock Climbing
WLEE 255	Kayak Instructor
WLEE 256	Advanced Navigation
WLEE 260	Challenge I: Group Games and Initiatives
WLEE 261	Challenge II: Ropes Course Facilitation
WLEE 265	Advanced Swiftwater Rescue

<b>RESTRICTED ELECTIVES</b>	<b>3 Semester Hours</b>
<i>Select one course:</i>	
WLEE 330	Camp Counseling
WLEE 340	Outdoor Program Administration
WLEE 404	Wilderness Philosophers
WLEE 420	Special Topics

<b>TOTAL HOURS REQUIRED</b>	<b>MINIMUM 60 SEMESTER HOURS</b>
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## MINOR PROGRAMS

**ART**

It is strongly recommended that students who wish to concentrate on a particular medium select the design course related to that medium; for example, a person concentrating in ceramics should take 3-D Design.

<b>REQUIRED MINOR COURSES</b>	
<i>Select one course:</i>	
AH 201	Art History I
AH 202	Art History II
<i>Select one course:</i>	
ART 120	Drawing I
ART 125	Life Drawing I
<i>Select one course:</i>	
ART 130	2-D Design
ART 150	3-D Design

<b>ELECTIVES</b>	<b>12 Semester Hours</b>
<i>Select:</i>	
Introductory Studio Class	3
AH or ART Class	9

<b>TOTAL HOURS REQUIRED</b>	<b>MINIMUM 21 SEMESTER HOURS</b>
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ART HISTORY

Students who pursue a minor in Art History must complete 18 semester hours of courses focusing in art history and 3 semester hours in studio art.

REQUIRED MINOR COURSES

<i>Required courses:</i>		
AH 201	Art History I	3
AH 202	Art History II	3
Introductory-level ART course		3

<b>ELECTIVES</b>	<b>12 Semester Hours</b>
Select any AH courses at or above the 200 level or from topical courses in ART focusing on issues or periods in art history.	

NOTE FOR ART MAJORS: To earn the Art History minor, Art majors must take another four courses (12 hours) in Art History in addition to the art history requirements in the Art major to satisfy the elective requirements of the minor.

<b>TOTAL HOURS REQUIRED</b>	<b>MINIMUM 21 SEMESTER HOURS</b>
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BIOLOGY

REQUIRED MINOR COURSES

<i>Required courses:</i>		
BIO 110/110L	Principles of Biology I	4
BIO 120/120L	Principles of Biology II	4

<b>ELECTIVES</b>	<b>13 Semester Hours</b>
BIO courses, 200/300/400 level	

NOTE FOR ECOLOGY MAJORS: Courses used to fulfill requirements in the Ecology Major may not be counted toward the Select Options requirements of the Biology Minor.

<b>TOTAL HOURS REQUIRED</b>	<b>MINIMUM 21 SEMESTER HOURS</b>
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CHEMISTRY

REQUIRED MINOR COURSES

Required courses:

CHE 103/103L	Principles of Chemistry I	4
CHE 104/104L	Principles of Chemistry II	4
CHE 201/201L	Organic Chemistry I	4
CHE 202/202L	Organic Chemistry II	4
CHE 250/250L	Chemical Analysis	4

ELECTIVES

7-8 Semester Hours

Select one course:

3-4 Semester Hours

MAT 121	Elementary Functions with Trigonometry	4
MAT 131	Calculus for Business and the Applied Sciences	3
MAT 211	Analytic Geometry and Calculus I	4

Select one course:

4 Semester Hours

CHE 210/210L	Environmental Chemistry	4
CHE 301/301L	Biochemistry	4

TOTAL HOURS REQUIRED

MINIMUM 23-24 SEMESTER HOURS

COACHING

REQUIRED MINOR COURSES

Required courses:

EXSC 110	Introduction to Exercise Science	3
EXSC 215C	Directed Observation Practicum	1
EXSC 240	Introduction to Theories & Techniques of Coaching	3
EXSC 315C	Leadership Practicum	3
EXSC 340	Teaching/Coaching Methods	3
HLT 202 *	First Aid/CPR	2

\* NOTE: Requirement waived with documentation of current certifications in first aid and adult CPR.

Select two courses:

6

EXSC 310 *	Exercise Physiology
EXSC 312	Sports Nutrition & Wellness Issues
EXSC 313	Principles of Training and Conditioning
EXSC 320 *	Biomechanics in Exercise and Sport
PSY 355	Sports Psychology

\* NOTE: This course requires a prerequisite.

Additional recommended courses:

Natural Sciences:

BIO 210/210L	Human Anatomy and Physiology I	4
BIO 220/220L	Human Anatomy and Physiology II	4

<i>Activities:</i>		
EXSC 200	Fitness Activities	2
EXSC 201	Individual and Team Sports Skills	2

TOTAL HOURS REQUIRED

MINIMUM 21 SEMESTER HOURS

## ECOLOGY

### REQUIRED MINOR COURSES

<i>Required courses:</i>		
BIO 110/110L	Principles of Biology I	4
BIO 120/120L	Principles of Biology II	4
BIO 240/240L	Biodiversity	4
ECOL 245	General Ecology	3
<i>Select one course:</i>		3
ECOL 350	Terrestrial Ecosystems	
ECOL 360	Aquatic Ecosystems	
<i>Select two courses:</i>		3
BIO 381	Trees and Shrubs	
BIO 382	Fungi and Lichens	
BIO 383	Mosses and Ferns	
BIO 384	Wildflowers	
BIO 385	Invertebrates	
BIO 386	Fish and Amphibians	
BIO 387	Reptiles and Mammals	
BIO 388	Birds	

TOTAL HOURS REQUIRED

MINIMUM 21 SEMESTER HOURS

## ENGLISH

### REQUIRED MINOR COURSES

<i>Select one introductory writing course:</i>		3
COM 105	Introduction to Journalism	
ENG 207	Creative Writing	
<i>Select one oral communication course:</i>		3
COM 110	Introduction to Communications	
COM 380	Argumentation and Debate	
THE course (selected with permission of major coordinator)		

<i>Select one applied communication course:</i>		1
COM 106	Publication Laboratory	
COM 306	Publication Production	
<i>Select one advanced writing course:</i>		3
COM 302	Environmental Journalism	
ENG 305	Technical Writing and Editing	
ENG 308	Creative Nonfiction	
ENG 309	Poetry Writing	
ENG 310	Fiction Writing	
ENG 353	Writing Assessment	
<i>Select one 200-level literature or film course</i>		3
<i>Select one 300-or 400-level literature course</i>		3
<i>Select one critical theory/analysis course:</i>		3
ENG 350	Language Studies	
ENG 351	Literary Criticism	
<b>TOTAL HOURS REQUIRED</b>		<b>MINIMUM 19 SEMESTER HOURS</b>

# ENVIRONMENTAL STUDIES

## REQUIRED MINOR COURSES

<i>Required courses:</i>		
BIO 110/110L	Principles of Biology I	4
ENG 217	Studies in Environmental Literature	3
<i>Select one course:</i>		4
GEOL 101/101L	Physical Geology	
GEOL 105/105L	Historical Geology	

## RESTRICTED MINOR COURSES

9–12 Semester Hours

<i>Select three courses:</i>	
ARCH 101	Principles of Archaeology
ANTH 201	Principles of Anthropology
BIO 240/240L	Biodiversity
<i>Any CHE course and lab</i>	
COM 302	Environmental Journalism
ECOL 245	General Ecology
ECOL 350	Terrestrial Ecosystems
ECOL 360	Aquatic Ecosystems
ENV 301	Environmental Policy



ENV 380	Interdisciplinary Seminar on Environmental Thought and Issues
GEOL 201	Environmental Geology
<i>or higher numbered GEOL course</i>	
HIS 110	Global History
HIS 302	Environmental History
HIS 303	History of Modern Science to 1800
HIS 304	History of Modern Science 1800 to the Present
HIS 323	History of Southeastern Native Americans
PHYS 101/101L	Concepts of Physics
PSY 210	Social Science Research Methods
PSY 365	Personal and Group Environments
PSY 370	Community and the Environment
SOC 201	Principles of Sociology

TOTAL HOURS REQUIRED

MINIMUM 20 SEMESTER HOURS

# FITNESS LEADERSHIP

## REQUIRED MINOR COURSES

*Required courses:*

HLT 202 *	First Aid/CPR	2
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*\* NOTE: Requirement waived with documentation of current certifications in first aid and adult CPR.*

EXSC 110	Introduction to Exercise Science	3
EXSC 215F	Directed Observation Practicum	1
EXSC 311	Fitness Appraisal	3
EXSC 312	Sports Nutrition & Wellness Issues	3
EXSC 315F	Leadership Practicum	3

<i>Select one course:</i>		3
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EXSC/ORG 250	Facility and Event Management	
ORG 330	Entrepreneurship	
WLEE 305	Legal Aspects of Wilderness, Experiential Education, and Exercise Leadership	

<i>Select one course:</i>		3
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EXSC 310	Exercise Physiology	
EXSC 320	Biomechanics in Exercise and Sport	

## Additional recommended courses:

BIO 210/210L	Human Anatomy and Physiology I	4
BIO 220/220L	Human Anatomy and Physiology II	4
EXSC 200	Fitness Activities	2
EXSC 201	Individual and Team Sports Skills	2

TOTAL HOURS REQUIRED

MINIMUM 21 SEMESTER HOURS

# GEOLOGY

## REQUIRED MINOR COURSES

<i>Required courses:</i>		
GEOL 101/101L	Physical Geology	4
GEOL 105/105L	Historical Geology	4
GEOL 210/210L	Mineralogy	4
<i>Select two courses:</i>		8
GEOL 201/201L	Environmental Geology	
GEOL 310/310L	Structural Geology	
GEOL 312/312L	Geomorphology	

TOTAL HOURS REQUIRED

MINIMUM 20 SEMESTER HOURS

# HISTORY

*Students other than History majors may earn a minor in History.*

## REQUIRED MINOR COURSES

<i>Required courses:</i>		
HIS courses, any level		9
<i>Select four courses: (at least two courses must be at the 300/400 level):</i>		12
AH courses, 200/300/400 level		
HIS courses, 200/300/400 level		
MUS 201J, 301, 302		
REL 221, 253, 301, 325		

*Note: Only one independent study course can be used as a part of the History Minor. History course in the General Education Requirements may count toward the minor.*

TOTAL HOURS REQUIRED

MINIMUM 21 SEMESTER HOURS

# INFORMATION TECHNOLOGY

Courses must be beyond those chosen for the General Education Requirements and for the declared major.

## REQUIRED MINOR COURSES

<i>Required courses:</i>		
IT 210	Business Computing Applications	3
IT 211	Introduction to Computer Programming I	3
IT 330	Web Programming and Design	3

<i>Select one course:</i>		3
IT 300	Systems Analysis and Design	
IT 310	Management Information Systems	
IT 370	Computer Architecture	

<i>Select three courses (one course must be 300/400 level)</i>		9
ART 230	Computer Graphics I	
MAT 200	Discrete Mathematics	
ORG 205	Business Communication	
ORG 240	Introduction to Business Statistics	
ORG 305	Business Ethics	
Any other IT 200/300/400 level		
Special Topic Course previously approved by Minor Coordinator		

<b>TOTAL HOURS REQUIRED</b>	<b>MINIMUM 21 SEMESTER HOURS</b>
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## MANAGEMENT & ORGANIZATIONAL LEADERSHIP

Courses must be beyond those chosen for the General Education Requirements and for the declared major.

### REQUIRED MINOR COURSES

<i>Required courses:</i>		
ECON 202	Microeconomics	3
ORG 210	Organizational Behavior	3
ORG 303	Principles of Management	3

<i>Select four courses (2 courses must be selected from 300/400 level)</i>		12
ACC 201	Principles of Accounting I	
ACC 202	Principles of Accounting II	
ECON 201	Macroeconomics	
IT 210	Business Computing Applications	
IT 310	Management Information Systems	
ORG 240	Introduction to Business Statistics	
Any other ORG course, 300/400 level		

<b>TOTAL HOURS REQUIRED</b>	<b>MINIMUM 21 SEMESTER HOURS</b>
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# MATHEMATICS

Students other than Mathematics majors may earn a minor in Mathematics.

## REQUIRED MINOR COURSES

*Required courses:*

IT 211	Introduction to Computer Programming I	3
MAT 211	Analytic Geometry and Calculus I	4
MAT 221	Analytic Geometry and Calculus II	4
MAT 341	Linear Algebra	3
MAT course, 200/300/400 level		3-4

*NOTE: MAT 101, 111, 121 and 131 cannot be counted toward the Mathematics Minor.*

**TOTAL HOURS REQUIRED**

**MINIMUM 17 SEMESTER HOURS**

# MUSIC

Students other than Music majors may earn a minor in Music by completing a successful audition/interview on an instrument or in voice.

## REQUIRED MINOR COURSES

### Harmony and Sight Singing Requirements

**8 Semester Hours**

*Required courses:*

MUS 103	Harmony I	3
MUS 104	Harmony II	3
MUS 105	Sight Singing and Dictation I	1
MUS 106	Sight Singing and Dictation II	1

### Other Minor Requirements

*Select one course:*

MUS 101	Music Appreciation	3
MUS 107	Introduction to Music Literature	3

*Required courses:*

APM –Applied Music	One half hour private lesson for four semesters. <i>Students taking APM credit are strongly encouraged to be enrolled in at least one ensemble.</i>	4
MUS 121	Class Piano I <i>Placement test required. Possible credit by examination.</i>	1
ENS-Ensembles	Four ensemble registrations, as recommended.	4
RCT 101	Music Colloquium (required for two semesters)	0

## RECITAL ATTENDANCE

Regular attendance at artistic performances is a vital part of a music minor’s education. Attendance at the weekly Music Colloquium (RCT 100) is required for two semesters. In addition, performance attendance at four events per semester will be required in the following courses: MUS 103, MUS 104, MUS 101 or MUS 07.

ELECTIVES:

6 Semester Hours

Select:

APM 300-level	Applied Music	1
MUS 123	Class Piano II	1
MUS 201	History of Jazz	3
MUS 202	World Music	3
MUS 203	Harmony III	3
MUS 204	Harmony IV	3
MUS 205	Sight Singing and Dictation III	1
MUS 206	Sight Singing and Dictation IV	1
Ensembles		1
Methods Courses (Brass, Woodwinds, Percussion, Strings, or Vocal Methods)		2

TOTAL HOURS REQUIRED

MINIMUM 26 SEMESTER HOURS

NATURAL HISTORY

REQUIRED MINOR COURSES

Select one course: 4

BIO 105/105L	Concepts of Biology
BIO 110/110L	Principles of Biology I
BIO 120/120L	Principles of Biology II

BIO 240/240L	Biodiversity	4
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Select 12 hours from the following: 12

ENG 217	Studies in Environmental Literature
GEO 105/105L	Historical Geography
HIS 302	Environmental History
or	
HIS 323	History of Southeastern Native Americans

BIO 381-389 for a maximum of six hours.

TOTAL HOURS REQUIRED

MINIMUM 20 SEMESTER HOURS

PERSONAL FITNESS

REQUIRED MINOR COURSES

Required courses:

WLEE 101	Introduction to Outdoor Education	3
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Minor Programs

HLT 202 *	First Aid/CPR	2
<i>*NOTE: Requirement waived with documentation of current certifications in first aid and adult CPR.</i>		
EXSC 200	Fitness Activities	2
EXSC 211 F	Selected Topics	1
EXSC 110	Introduction to Exercise Science	3
EXSC 312	Sports Nutrition & Wellness Issues	3
PE activities **	Selected Activities	3
<i>**NOTE: Must be chosen from 3 different categories: basic conditioning, individual sports, wilderness activities, dance, team sports, and aquatics; one ATH credit and EXSC 201 can be utilized.</i>		
PSY 365	Personal and Group Environments	3
EXSC 289, 389, 489 ***	Independent Study	1-3
<i>***NOTE: Recommendation – Work with Director of Fitness Appraisal Lab to assess personal fitness.</i>		
<b>TOTAL HOURS REQUIRED</b>		<b>MINIMUM 21 SEMESTER HOURS</b>

## PRE-LAW

Graduates of Brevard College majoring in English, environmental studies, history and religion have found a pre-law minor helpful in gaining entrance to law schools. According to a survey of law schools, students should have studied communication, American government, legal history, diversity and public policy, international policy, critical thinking and ethics. As many of the following courses as possible should be taken within the core curriculum requirements. The internship is required during the junior year, and an LSAT preparation course is recommended during the senior year.

### REQUIRED MINOR COURSES

*Required courses:*

COM 380	Argument and Debate	3
PLSC 210	American Government	3
ECON 201 or ECON 202	Microeconomics or Macroeconomics	3
HIS, PLSC or ECON 269	Academic Practicum	1

#### Communication

<i>Select one course:</i>		3
COM 110	Introduction to Communications	
ORG 205	Business Communications	

#### Legal History & Law

<i>Select one course:</i>		3
HIS 252	Greek and Roman Law	
PLSC 220	Constitutional Law	
PLSC 340	First Amendment Freedoms	

#### Diversity

<i>Select one course:</i>		3
HIS 224	United States History Since 1945	
HIS 225	U.S. African-American History	



HIS 323	History of Southeastern Native Americans	
HIS 353	U.S. Women's History	
PLSC 320	Contemporary Political Movements	
<b>Policy &amp; Politics</b>		
<i>Select one course:</i>		3
HIS 311	The Social and Political History of Twentieth Century Europe	
PLSC 310	American Foreign Policy	
<b>Critical Thinking</b>		
<i>Select one course:</i>		3
ORG 103	Critical and Practical Reasoning	
PHI 105	Introduction to Symbolic Logic	
<b>Ethics</b>		
<i>Select one course:</i>		3
ORG 305	Business Ethics	
PHI 262	Introduction to Ethics	
WLEE 402	Ethics of Wilderness Leadership	
<b>TOTAL HOURS REQUIRED</b>		<b>MINIMUM 27 SEMESTER HOURS</b>

## PSYCHOLOGY

Courses must be beyond those chosen for the General Education Requirements and for the declared major.

### REQUIRED MINOR COURSES

<i>Required courses:</i>		
PSY 101	General Psychology	3
MAT 141	Probability and Statistics	3
PSY/SOC 210	Social Sciences Research Methods	3
<i>Select 4 courses:</i>		12
PSY courses *		
* NOTE: At least three of these courses must be at the 300/400 level		

<b>TOTAL HOURS REQUIRED</b>	<b>MINIMUM 21 SEMESTER HOURS</b>
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## RELIGIOUS STUDIES

Students who pursue the Minor in Religious Studies must complete 21 semester hours of course work in Religion and related disciplines. At least 12 of the semester hours must be at the 300/400 level.

### REQUIRED MINOR COURSES

*Select courses with these prefixes:*

REL or PHI courses

*Approved courses in related disciplines:*

HIS 210	European Renaissance and Reformation History
HIS 323	History of Southeastern Native Americans

TOTAL HOURS REQUIRED	MINIMUM 21 SEMESTER HOURS
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## SOCIAL SCIENCES

### REQUIRED MINOR COURSES

*Required courses:*

ECON 201	Macroeconomics	3
PLSC 210	American Government	3
SOC 201	Principles of Sociology	3

*Select courses with these prefixes:* 12

ANTH, ARCH, ECON, HIS, PLSC, PSY or SOC courses \*

\* NOTE: At least 3 courses must be at the 300/400 level. History, psychology, or business and organizational leadership majors must take courses not counting in their majors.

TOTAL HOURS REQUIRED	MINIMUM 21 SEMESTER HOURS
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## SPORT AND EVENT MANAGEMENT

Courses must be beyond those chosen for the General Education Requirements and for the declared major.

### REQUIRED MINOR COURSES

*Required courses:*

ECON 202	Microeconomics	3
EXSC 150 or ORG 150	Principles of Sport and Event Management	3
EXSC 250 or ORG 250	Facility and Event Management	3
EXSC 350 or ORG 350	Public Relations and Marketing in Sport and Event Management	3
ORG 360	Special Topics in Management: (topic: Finance for Sport and Event Management)	3
ORG 469	Internship in Sport and Event Management	3

<i>Select one course:</i>		3
ORG 304	Legal Environment of Business	
WLEE 305	Legal Aspects of Wilderness Leadership, Experiential Education, and Exercise Leadership	
<b>TOTAL HOURS REQUIRED</b>		<b>MINIMUM 21 SEMESTER HOURS</b>

## THEATRE

The minor in theatre must be declared by the end of the sophomore year in order to complete these requirements.

### REQUIRED MINOR COURSES

<i>Required courses:</i>		
THE 121	Stage Crafts I: Scenery, Lighting, Sound	3
THE 200	Introduction to Acting	3
<i>Select one course:</i>		3
THE 311	Theatre History I	
THE 312	Theatre History II	
<i>Required course:</i>		
THE 104	Applied Theatre (2 productions; 1 semester hour each)	2
<i>Select:</i>		5-6
5-6 credit hours from any remaining Theatre Performance courses.		
<i>Select:</i>		5-6
5-6 credit hours from any remaining Technical Theatre courses.		
<b>TOTAL HOURS REQUIRED</b>		<b>MINIMUM 20-22 SEMESTER HOURS</b>

## WILDERNESS LEADERSHIP AND EXPERIENTIAL EDUCATION

Students other than Wilderness Leadership and Experiential Education majors may earn a minor in Wilderness Leadership and Experiential Education.

### REQUIRED MINOR COURSES – CHOOSE ONE OPTION

<b>OPTION 1</b>		<b>21 Semester Hours</b>
<i>Required courses:</i>		
WLEE 101	Introduction to Outdoor Education	3
WLEE 220	Theory and Practice of Experiential Education	3



Immersion Semester Block:

Required courses:

WLEE 200	Leadership and Group Dynamics in Outdoor Pursuits	3
WLEE 250	Wilderness First Aid	3
WLEE 310	Outdoor Pursuits Education: Water-Based	3
WLEE 320	Outdoor Pursuits Education: Land-Based	3
WLEE 350	Wilderness Expedition	3

OPTION 2

22 Semester Hours

Required courses:

WLEE 101	Introduction to Outdoor Education	3
WLEE 260	Challenge I: Group Games and Initiatives	3
WLEE 305	Legal Aspects of Wilderness Leadership, Experiential Education and Exercise Leadership	3

Select two courses:

2

Wilderness Skill Classes

PE 151	Canoeing
PE 152	Rock Climbing I
PE 155	Kayaking
PE 157	Backpacking
PE 158	Mountain Biking
PE 159	Sea Kayak Touring

Select four courses:

12

WLEE 220	Theory and Practice of Experiential Education
WLEE 330	Camp Counseling
WLEE 340	Outdoor Program Administration
WLEE 404	Wilderness Philosophers
WLEE 420	Special Topics

Voice of the Rivers Course Credits

TOTAL HOURS REQUIRED

MINIMUM 21-22 SEMESTER HOURS

# INDIVIDUALIZED LEARNING OPPORTUNITIES

Many academic disciplines across the college offer students the option of pursuing individualized learning opportunities through independent studies, internships, practicums, and the like. See descriptions below. For more information about provisions governing such options in particular programs, consult the appropriate division chair or major coordinator.

## **Academic Practicum 269/369/469**

**Variable Credit**

This course provides a means through which a student may receive academic credit for career-related, non-classroom work in any faculty-approved area of study that falls within the general boundaries of a Brevard College major. The student, a faculty advisor, and an on-site supervisor together plan the experience; an appropriate prefix is attached to each practicum (e.g., HIS 269). Prerequisites: completion of 45 semester hours; a 2.0 grade point average or higher; approval of faculty supervisor.

## **Teaching Assistantship 379/479**

**1-2 Semester Hours**

Teaching assistantships provide students the opportunity to participate in multiple aspects of teaching in a classroom or laboratory environment, receiving close mentoring from their supervising faculty members and in turn serving as mentors for other students. Teaching assistants prepare a statement of learning goals to accomplish through their mentorship, receive weekly briefings and assignments from their professor, and assist in activities such as class or lab preparation, teaching and grading. Each hour of academic credit for a teaching assistantship entails 45 hours of documented work (generally 3-4 hours per week). Students interested in pursuing such teaching/learning opportunities should consult the appropriate major or minor coordinator, instructor, or division chair. Prerequisites: by invitation only; normally students will be of junior/senior standing and will have taken in a prior semester the courses for which they are serving as teaching assistants. No more than four credits toward graduation may be earned in 379/479 assistantships.

## **Directed Study (variable course number)**

**Variable Credit**

Directed Study is the teaching of a Catalog course in which the student is unable to attend the scheduled class sessions, usually due to a schedule conflict. The course is taught by an instructor who ordinarily teaches the course. The instructor and the student work together to cover the same subject matter covered in the course during the regular term. Students interested in a directed study must initially consult with their academic advisor before attempting to register for the study. This course carries the same designation as the regular course (e.g., PSY 101).

## **Independent Study 289/389/489**

**Variable Credit**

These courses are developed in concert with student and faculty interests and specialties and carry one to three hours' credit. Students who intend to transfer from Brevard College must be aware that transferability of these credits cannot be guaranteed. Independent study is defined as the combined study, research, learning, and reporting that is done independently by students on an agreed-upon topic with a professor who will be the student's supervisor and resource person. Independent study carries the prefix appropriate for the course, followed by 289, 389, or 489, depending upon the level.

# ACADEMIC SUPPORT COURSES

Placement in these courses is based on high school performance, SAT scores and College Placement tests. Only those students whose placement profile so indicates may take these courses. No academic support courses will count toward graduation or the cumulative hours a student earns. However, these courses count in the total number of hours a student carries to maintain College eligibility during the semester taken. They will be included only in the calculation of hours for the semester and the semester grade point average.

**ENG 100                      Basic Grammar and Composition                      3 Semester Hours**  
An intensive study of grammar and punctuation, this course engages students with written assignments which provide practice in the writing of unified, developed, and coherent paragraphs. ENG 100 does not satisfy the English requirement for graduation. Enrollment by placement.

**IT 100                      Introduction in Computing and                      1-3 Semester Hours**  
**Information Processing**  
A course to strengthen information technology and computer proficiency for students who do not demonstrate competency on one or more components of the Brevard College Computer Placement Test or do not demonstrate competency on a college transcript. The class is offered in three modules: Operating Systems and Word Processing; Spreadsheet, Presentation. Enrollment in these modules is based on placement tests (taken on entry into Brevard College), and only those students whose placement profile so indicates may take one or more of these modules. This course will not satisfy the IT requirement for graduation.

IT 100A	Operating Systems and Word Processing	1 Semester Hour
IT 100B	Spreadsheet Applications	1 Semester Hour
IT 100C	Presentation Applications	1 Semester Hour

**MAT 100                      Intermediate Algebra                      3 Semester Hours**  
A further study in high school mathematics, MAT 100 includes functions and graphs, solving second-degree equations and systems of linear equations, fractional exponents and radicals, inequalities, and algebraic fractions. This course will not satisfy the mathematics requirement for graduation.

**REA 099                      Reading Methods I                      3 Semester Hours**  
An intensive developmental reading course, REA 099 aids students in improving overall reading competency through basic comprehension, vocabulary, and reading skills. Students placed in REA 099 are required to demonstrate proficiency by completing REA 099 with a grade in the C range or higher or by achieving a qualifying score on a standardized reading post-test. Enrollment by placement.

**REA 100                      Reading Methods II                      3 Semester Hours**  
An individualized, prescriptive tutorial, REA 100 helps students increase their reading skills to a minimum level needed for success with college-level material. This course aids students by 1) delving more deeply into vocabulary, with a structured language approach that covers word attack, meaning, and spelling; and 2) using vocabulary skills to assist comprehension of course readings. Completion of this course with a grade in the C range or higher or by achieving a qualifying score on a standardized reading post-test will meet the reading competency requirement of the College. Enrollment by placement.



# COURSES

## ACCOUNTING (ACC)

**ACC 201**                      **Principles of Accounting I**                      **3 Semester Hours**

A proprietary-based treatment of the accounting cycle, this course covers financial statements, merchandising, cash, receivables, payables, inventories, plant property and equipment, payroll, liabilities, and taxes. Prerequisite: sophomore standing or permission of instructor.

**ACC 202**                      **Principles of Accounting II**                      **3 Semester Hours**

A continuation of ACC 201, this course covers partnerships and corporations, investments, consolidated statements, statement analysis, generally accepted accounting principles, job order and process costing, and budgets. Prerequisite: ACC 201.

## ANTHROPOLOGY (ANTH)

**ANTH 201**                      **Principles of Anthropology**                      **3 Semester Hours**

An overview of the broad areas (biological, cultural, linguistic, and archeological) of anthropology. ANTH 201 focuses on the nature, concepts, and principles of anthropology. The course addresses how our species evolved, how we came to possess the facility for language, and how languages and cultures evolved and diversified. It examines learned traditions of human thought and behaviors as well as the relevance of anthropology to global social issues through the comparative study of prehistoric, historic and modern societies. Prerequisite: SOC 201 or permission.

**ANTH 230**                      **Cultural Anthropology**                      **3 Semester Hours**

This course provides a study of human culture from prehistory through current time, focusing on comparative analysis across time and space and evaluation of evidence. Using a case study approach, Cultural Anthropology examines the issues surrounding various people's beliefs and behaviors in response to physical, environmental and social changes. Prerequisite: SOC 201 or permission.

## ARCHAEOLOGY (ARCH)

**ARCH 101**                      **Principles of Archaeology**                      **3 Semester Hours**

An overview of the development of archaeology, this course looks at theoretical concepts, field methods, laboratory analysis of materials, and the reconstruction of past cultural adaptations, technologies, and social structures. Students study past regional cultures to discuss current research questions. The interaction of archaeology with other anthropological, historical, and scientific fields contributes to a better understanding of past cultures, their variety and dependence on ecological factors. The use of modern technology and the continuing development of new perspectives provide models for addressing questions of contemporary society.

## ART (ART)

**ART 112**                      **Introduction to the Visual Arts**                      **1 Semester Hour**

An overview of the visual arts for foundation level art majors. A supplement to and reinforcement of foundation courses within the Art major. Strongly recommended for first semester. Offered fall only.

<b>ART 120</b>	<b>Drawing I</b>	<b>3 Semester Hours</b>
Emphasis on observation with accurate, proportional representation of three-dimensional objects on a two-dimensional plane, interpretive drawing, and the exploration of drawing techniques and media.		
<b>ART 121</b>	<b>Drawing II</b>	<b>3 Semester Hours</b>
A continuation of ART 120 with greater emphasis on exploration of conceptual approaches to image-making in relationship to composition, media, and techniques. Prerequisite: ART 120 or permission of instructor.		
<b>ART 125</b>	<b>Life Drawing I</b>	<b>3 Semester Hours</b>
An introductory course in figure drawing with emphasis on skeletal and muscular structure, as well as volumetric and proportional drawing, and composition. Prerequisite: ART 120 or permission of instructor.		
<b>ART 130</b>	<b>2-D Design</b>	<b>3 Semester Hours</b>
The study of fundamental concepts and principles of visual organization on a two-dimensional plane. Through the examination of the capacity of basic visual elements to interact and create a coherent design.		
<b>ART 150</b>	<b>3-D Design</b>	<b>3 Semester Hours</b>
The study of the fundamentals of three-dimensional design developed through various sculptural materials by analytic and aesthetic approaches.		
<b>ART 222</b>	<b>Media Investigation</b>	<b>3 Semester Hours</b>
This course focuses on exploration of content through experimentation with media and alternative approaches to drawing materials, utilizing principles of color, design, and composition. Prerequisite: ART 121 or 125, or permission of instructor. Offered spring, odd years.		
<b>ART 225</b>	<b>Life Drawing II</b>	<b>3 Semester Hours</b>
A continuation of Life Drawing I. involving further study of the human form in relationship to its environment through the exploration of compositional and conceptual approaches and includes exploration of drawing media and technique. Prerequisite: ART 125, with grade of C or better or permission of instructor.		
<b>ART 230</b>	<b>Computer Graphics I</b>	<b>3 Semester Hours</b>
An introduction to computer terminology and technique and integration of the computer as a tool for drawing, design, web design, photography, electronic communications, and desktop publishing. Fulfills the college Computer Competency. Prerequisites: ART 120, 130 or permission of instructor.		
<b>ART 231</b>	<b>Computer Graphics II</b>	<b>3 Semester Hours</b>
A continuation of Introduction to Computer Graphics utilizing computer software with art and design applications that includes Dreamweaver Web Design, Painter, Flash and intermediate Photoshop and Illustrator techniques. Prerequisite: ART 230 or permission of instructor.		
<b>ART 240</b>	<b>Painting I</b>	<b>3 Semester Hours</b>
An introduction to basic painting principles, methods, and materials that offers a series of problems investigating traditional and contemporary approaches in resolving problems of form, space, color, and composition. Prerequisites: ART 120, 121, or 125.		
<b>ART 241</b>	<b>Painting II</b>	<b>3 Semester Hours</b>
A continuation of ART 240, that offers a sequence of increasingly complex problems, developing greater theoretical awareness and growth as a practicing studio artist. Prerequisite: ART 240 or permission of instructor.		

- ART 250 Sculpture I 3 Semester Hours**  
An extension of ART 150 involving a sequence of increasingly complex problems utilizing sculptural materials (wood stone, plaster, metal, and mixed media) with emphasis on formal applications. Prerequisite: ART 150 or permission of instructor.
- ART 251 Sculpture II 3 Semester Hours**  
The application of this course pertains to expanding the students' knowledge in dealing with outside site specific sculpture through sketches, models, and the actual work. There will be assigned reading and discussions. Prerequisites: ART 150 and 250 or permission of instructor.
- ART 260 Photography I 3 Semester Hours**  
An introduction to basic processes and materials used in black and white photography. A review of photographic history is offered in addition to basic theory, exposure and processing methods.
- ART 261 Photography II 3 Semester Hours**  
A continuation of ART 260, this course helps students to refine both technique and design awareness and includes an introduction to color processes and materials. Prerequisite: ART 260 or permission of instructor.
- ART 270 Ceramics I 3 Semester Hours**  
An introduction to clay utilizing fundamental handforming (coil, slab construction, and wheel throwing), decorating and firing techniques.
- ART 271 Ceramics II 3 Semester Hours**  
An investigation of clay forming techniques with emphasis on throwing on the potter's wheel. Special attention is given to ceramic form and design. Topics include glaze chemistry and specific firing techniques. Prerequisite: ART 270.
- ART 280 Printmaking I 3 Semester Hours**  
An introduction to relief and intaglio printing techniques and simple book-form construction. Through the integration of drawings and prints, students will complete an artist's book.
- ART 281 Printmaking II/Intaglio and Relief 3 Semester Hours**  
Emphasis is on an in-depth study of intaglio and relief printing techniques. Students will learn drypoint, etching, aquatint and innovative printing processes. The final project will culminate in an artist's book. Prerequisite: ART 280 or permission of instructor.
- ART 300/400 Advanced Studio Studies 3 Semester Hours**  
This course designation may be applied to any studio discipline in which the student is engaged beyond the level of the courses offered. The student will participate at the time of a scheduled studio course but will develop a more independent course of study that will be guided by the studio professor. Prerequisite: all courses offered in the specific discipline in which this directed study should be taken.
- ART 306 Seminar in Modern Art 3 Semester Hours**  
Seminar topics develop from material presented in AH 350 and include nineteenth century art, twentieth century art, contemporary art, and theories of modern art. Prerequisite: AH 102, 150 or permission of instructor.
- ART 308 Internship in Art 3 Semester Hours**  
A student may work in art-related employment settings such as advertising agencies, galleries, arts councils, or museums to provide the student with practical management experience. Prerequisite: permission of instructor.



**ART 312                      Pedagogy of Art (K-12)                      3 Semester Hours**

In this course prospective art teachers acquire strategies, techniques, methods, and attitudes for instructing art K-12. Topics addressed include curriculum and materials, assessment, community involvement, and special populations issues. Students also receive an overview of the principles of visual art such as aesthetic qualities, structural forms, and the current and historical role of art in society.

**ART 325                      Life Drawing III                      3 Semester Hours**

Students address problems in figure drawing through an individualized approach to methods and materials. Emphasis is on compositional exploration, media exploration, and thematic or conceptual analysis. Prerequisites: ART 225 or permission of instructor.

**ART 330                      Graphic Design I: Typography                      3 Semester Hours**

This course is an introductory study of typographic forms and practice. The course addresses the history of typography, type terminology, and design with type in a lecture and hands-on studio situation. Prerequisites: ART 120, 130, 150, 230, 231 or permission of instructor.

**ART 331                      Graphic Design II                      3 Semester Hours**

Students explore graphic, typographic, illustrative, and photographic relationships to solve design problems for print and web-design application. Students learn graphic design procedure, an understanding of historical traditions in graphic design, and incorporate various media with digital techniques. Prerequisites: ART 120, 230, and 231.

**ART 340                      Painting III                      3 Semester Hours**

Designed to provide a further development of principles presented in ART 241 Painting II, this course introduces oil medium and technique. Assignments progress from concrete to more conceptual as the student is asked to begin to develop a theoretical and personal foundation in his/her work. Prerequisite: ART 241 with a grade of C or higher or permission of instructor.

**ART 350                      Sculpture III                      3 Semester Hours**

This course expands the students' knowledge and understanding of metal sculpture through sketches, models, and the finished work. Students are encouraged to develop personal directions. There will be assigned reading and seminar discussions. Prerequisite: ART 251.

**ART 360                      Photography III: Studio Methods                      3 Semester Hours**

ART 360 is a course designed to introduce the student to a range of basic techniques used in studio photography. Emphasis will be upon photographic design; a controlled approach to producing a photograph in the studio environment. Students will be expected to develop familiarity with basic studio equipment and principles of color and light. Small, medium and large format cameras will be employed using black and white, and color processes and materials. Techniques used in commercial studio photography will be addressed but students will also be encouraged to produce work reflective of personal concerns. Prerequisite: ART 261.

**ART 410                      Senior Exhibition                      3 Semester Hours**

An exhibition of a body of work during the final semester. Work exhibited will be separate from prior course work and will be completed under the guidance of an instructor. Periodic reviews take place during the semester. Prerequisite: permission of instructor.

**ART 421                      Environmental Art and Design                      3 Semester Hours**

A capstone seminar utilizing local and regional designers, architects and artisans incorporating concepts/terms of built environments and architectural elements. Prerequisite: permission of instructor.

**ART 430                      Graphic Design III                      3 Semester Hours**

This course presents students with an increasingly complex sequence of graphic design and visual communication problems. Emphasis will be on applying acquired knowledge and skills (i.e. typography, visual translation, color, photography, computer skills) to develop finished pieces from concept to production. Prerequisites: ART 231, 260, and 330.

**ART 435                      Design Methods and Portfolio Development                      3 Semester Hours**

This course is designed to sum up and focus the study experience of the graphic design major by building bridges between their educational experience and the commerce of design. By addressing portfolio preparation, professional practice issues, and career paths, the student will be able to prepare to enter the professional design field. Prerequisites: ART 230, 231, 235, 330, and 331.

**ART 440                      Painting IV                      3 Semester Hours**

A continuation of ART 340 Painting III, this course further supports the development of individual goals and problem solving in painting. Color theory and critical analysis are emphasized and an open, experimental approach to materials and methods is encouraged. Prerequisite: ART 340 or permission of instructor.

**ART 450                      Sculpture IV                      3 Semester Hours**

Through sketches, models and finished works, this course expands the students' knowledge of wood, metal or other sculptural media. Students will continue to pursue a personal direction through production of a body of work. There will be assigned reading and seminar discussions. Prerequisite: ART 350 or permission of instructor.

**ART 460                      Photography IV: Alternative Processes                      3 Semester Hours**

ART 460 is a course designed to introduce the student to a range of non-silver processes and materials. Digital imaging will be explored as an alternative to traditional photographic processes and materials. Students will be given a series of assignments and, in addition, will be required to develop a portfolio of work stemming from personal interests. Prerequisite: ART 261. ART 230 strongly recommended.

**ART 190/290/390/490                      Special Topics in Art                      1-3 Semester Hours**

An opportunity for an in-depth study of a single topic in art history or the visual arts, this course derives its focus from contemporary issues and techniques. Students meet regularly in a seminar or studio situation. This course is open to all students at the 100 level, including non-art majors, but prerequisites or the permission of instructor may be required for the higher levels.

**ART HISTORY (AH)****AH 201                      Art History I                      3 Semester Hours**

An introduction to the history of art, this course looks at art and architecture from the Stone Age, ancient Greece and Rome, and from the Medieval period into the Early Renaissance.

**AH 202                      Art History II                      3 Semester Hours**

An introduction to the history of art, this course examines masterpieces from the Renaissance, through the Baroque, Rococo, Neoclassical, and Romantic periods. Students follow the progression of art through Impressionism, Post-Impressionism, and through the 20th century, including contemporary artists shaping today's art.

- AH 321

Art and Archaeology of Ancient Egypt

3 Semester Hours
- This course offers an introduction to the history of Egyptian art and archaeology from its early development to the end of pharaonic Egypt under Cleopatra, followed by a review of Egypt under Roman rule—a period of over 3000 years. In addition, the course tracks the discovery of ancient Egypt first by European explorers and travelers, later by treasure hunters and collectors, and finally by trained archaeologists. Prerequisite: Sophomore standing or permission of instructor. Offered fall semester in even years.
- AH 322

Art and Archaeology of the Greek Bronze Age

3 Semester Hours
- This course offers an introduction to the archaeological remains of ancient Greece from the Paleolithic and Neolithic periods through the Bronze Age, c. 20,000-1000 BC, with special emphasis given to the Minoan and Mycenaean cultures of Crete and the Greek mainland. Topics include the status of women in Minoan society, the great volcanic eruption of Thera, and evidence for the historicity of the Trojan War. Prerequisite: Sophomore standing or permission of instructor. Offered spring semester in odd years.
- AH 323

Art and Archaeology of Ancient Greece

3 Semester Hours
- This course surveys the development of ancient Greek painting, sculpture, and architecture from the Greek Dark Age (c. 1000 BC) through the Archaic, Classical, and Hellenistic periods (to 27 BC). Topics include the architectural development of the Acropolis in Athens, the Panhellenic sanctuaries at Olympia and Delphi, and the Greek interest in the male athlete as a vehicle for artistic expression. This course has an interdisciplinary focus on Greek history and culture. Prerequisite: Sophomore standing or permission of instructor. Offered fall semester in odd years.
- AH 324

Art and Archaeology of Ancient Italy and the Roman Empire

3 Semester Hours
- This course surveys the art and archaeology of ancient Italy, from the early development of Republican Rome to the growth of the Roman Empire and the embellishment of Rome as the capital of antiquity's largest empire. Topics include the Etruscan civilization, the art and architecture of Republican Rome, Augustan art, and the rise of Imperial Roman art and architecture that spread into Greece, Turkey, Egypt, France, Spain, Britain, and other parts of the European and Mediterranean worlds. This course also has an interdisciplinary focus on Roman history and culture. Prerequisite: Sophomore standing or permission of instructor. Offered spring semester in even years.
- AH 325

Seminar in Ancient Art and Archaeology

3 Semester Hours
- This course allows students to investigate more deeply into a specialized topic in the ancient art and archaeology of the Mediterranean, including Egypt, Greece, and Rome. Topics may be broadly focused (e.g., women in antiquity) or narrowly focused (e.g., Greek painting). Prerequisite: Sophomore standing or permission of instructor.
- AH 350

Survey of Modern Art

3 Semester Hours
- The Age of Reason, the American Revolution, and the French Revolution of the 18<sup>th</sup> century all heralded the rise of a modern age and, with it, modern art. This course surveys Neoclassical and Romantic art in Europe and the United States, followed by the “isms”: Realism, Impressionism, Post-Impressionism, Surrealism, Expressionism, Cubism, and others leading to today's Postmodernism. Prerequisite: Sophomore standing or permission of instructor.
- AH 353

Seminar in Modern Art

3 Semester Hours
- Seminar topics develop from material presented in AH 350 and include 19<sup>th</sup> century and 20<sup>th</sup> century art, contemporary art, and theories of modern art. Prerequisite: Sophomore standing or permission of instructor.
- AH 289/389/489

Independent Study in Art History

1-3 Semester Hours
- Prerequisite: AH 201 or 202; art, history, or integrated studies major; and permission of instructor.



AH 290/390/490 Special Topics in Art History

1-3 Semester Hours

An opportunity for the exploration of a single topic in art history. Prerequisite: AH 201 or 202; for 390 and 490, junior status or permission of instructor.

BCE

SEE BREVARD COMMON EXPERIENCE (p. 132)

BIOLOGY (BIO)

BIO 105

Concepts of Biology

3 Semester Hours

BIO 105L

Lab

1 Semester Hour

This course, intended for the liberal arts student, provides an introduction to concepts in biology. Topics include cellular biology (structure and function, cellular respiration, photosynthesis), genetics (Mendelian, population, molecular), evolution (natural selection, adaptation, microevolution), and ecology (population, community, ecosystem). A student may not enroll in this course if he/she previously received credit for BIO 110/110L or BIO 120/120L.

BIO 110

Principles of Biology I

3 Semester Hours

BIO 110L

Lab

1 Semester Hour

This course introduces students to the unifying principles of biology. Topics include ecology, Mendelian and population genetics, evolution, animal behavior, and development.

BIO 120

Principles of Biology II

3 Semester Hours

BIO 120L

Lab

1 Semester Hour

Students in this course learn the unifying principles of biology. Topics include biochemistry, cell structure and function, bio-energetics, and molecular genetics.

BIO 210

Human Anatomy and Physiology I

3 Semester Hours

BIO 210L

Lab

1 Semester Hour

The first course in a two-semester sequence, BIO 210/ 210L is designed for pre-medical students and exercise science majors, and students interested in allied health, nursing, exercise science, and environmental studies. Lecture and laboratory topics include the structure and function of the integumentary, skeletal, muscular, and nervous systems. Offered fall semester. Prerequisite: BIO 120/120L.

BIO 220

Human Anatomy and Physiology II

3 Semester Hours

BIO 220L

Lab

1 Semester Hour

A continuation of BIO 210/BIO 210L, this course examines the structure and function of the cardiovascular, respiratory, digestive, lymphatic, endocrine, and urogenital systems through laboratory and lecture. Emphasis is on normal regulatory mechanisms and homeostatic processes. Offered spring semester. Prerequisite: BIO 210/210L.

BIO 240

Biodiversity

3 Semester Hours

BIO 240L

Lab

1 Semester Hour

A study of the diversity of life on earth, BIO 240 examines the structure and function, development, natural and geologic history, classification, and ecological role of various organismal groups, including the plants, animals, bacteria, protists, and fungi. Prerequisites: BIO 105/105L, BIO110/110L or BIO 120/120L.

<b>BIO 280</b>	<b>Nature and Technical Photography</b>	<b>1 Semester Hour</b>
This course introduces the photography of natural subjects through outdoor and close-up photography, micrography, photograph composition, camera use, film selection, and darkroom techniques. Offered in the second half of fall semester or first half of spring semester. Prerequisites: personal camera with macro lens recommended, permission of instructor required.		
<b>BIO 320</b>	<b>Genetics</b>	<b>3 Semester Hours</b>
Students learn the principles and mechanisms of heredity and gene expression. Topics studied include transmission genetics, molecular genetics, biotechnology, and the control of development. Prerequisites: BIO 110/110L and BIO 120/ 120L.		
<b>BIO 330</b>	<b>Evolutionary Biology</b>	<b>3 Semester Hours</b>
Students learn the mechanisms of change, both micro and macro, in population characteristics. Topics include sources of variation, types of selection, cultural inheritance, speciation, and population genetics. Prerequisites: BIO 110/110L and BIO 120/120L		
<b>BIO 381</b>	<b>Trees and Shrubs</b>	<b>1.5 Semester Hours</b>
Through field and laboratory experience, students study natural history, taxonomy, and identification of local trees and shrubs. Offered in first half of fall semester. Field and laboratory based. Prerequisite: BIO 240/240L.		
<b>BIO 382</b>	<b>Fungi and Lichens</b>	<b>1.5 Semester Hours</b>
Through field and laboratory experience, students master natural history, taxonomy, and identification of local fungi and lichens. Offered in second half of fall semester. Prerequisite: BIO 240/240L.		
<b>BIO 383</b>	<b>Mosses and Ferns</b>	<b>1.5 Semester Hours</b>
Students learn the natural history, taxonomy, and identification of local mosses and ferns through field and laboratory experience. Offered in first half of spring semester. Prerequisite: BIO 240/240L.		
<b>BIO 384</b>	<b>Wildflowers</b>	<b>1.5 Semester Hours</b>
Covering the natural history, taxonomy, and identification of local herbaceous flowering plants, this course emphasizes both field and laboratory experience. Offered in the second half of the spring semester. Prerequisite: BIO 240/240L.		
<b>BIO 385</b>	<b>Invertebrates</b>	<b>1.5 Semester Hours</b>
Students make their own documented collections of insects, spiders, crustaceans, mollusks, and worms to learn the natural history, taxonomy, and identification of local invertebrates. Offered in first half of fall semester. Prerequisite: BIO 240/240L.		
<b>BIO 386</b>	<b>Fish and Amphibians</b>	<b>1.5 Semester Hours</b>
Through field and laboratory experiences, students engage in an exploration of the natural history, taxonomy, and identification of local fish and amphibians. Offered in second half of fall semester. Prerequisite: BIO 240/240L.		
<b>BIO 387</b>	<b>Reptiles and Mammals</b>	<b>1.5 Semester Hours</b>
Students learn the natural history, taxonomy, and identification of local reptiles and mammals through field and laboratory experiences. Offered in first half of fall semester. Prerequisite: BIO 240/240L.		
<b>BIO 388</b>	<b>Birds</b>	<b>1.5 Semester Hours</b>
An intensive study of local and neotropical spring birds. This course includes natural history, taxonomy, and identification through field and laboratory experience. Offered in second half of spring semester. Prerequisite: BIO 240/240L.		

## BREVARD COMMON EXPERIENCE

**BCE 101                      First Year Forum                      1 Semester Hour**

First Year Forum is a one hour per week small group session required of all new students attending Brevard College. This course provides every student with an initial faculty, staff and peer leader to help make the student's academic and social transitions into the College community successful. Topics for discussion include academic planning, college majors, academic/personal integrity, time and stress management, community building and other key transitional issues.

**BCE 102                      Transfer Student Forum                      1 Semester Hour**

The Transfer Student Forum is a one hour per week small group session offered to all new transfer and returning students who have not been enrolled at Brevard College for more than one semester. This course is similar to First Year Forum in format, but with consideration for the special needs of more experienced students, and also aims to help insure that the academic and social transitions into the College community are successful.

**BCE 110                      Quest for Meaning and Understanding                      3 Semester Hours**

Quest for Meaning and Understanding is an academic course designed to establish a strong foundation of interdisciplinary learning and to empower students to effectively engage in the adventure of higher education. Components of this course encourage the critical examination of diverse ideas from diverse sources in a value based, applied liberal arts curriculum. There are four "quests" intertwined in this course: the quest for understanding our personal identity and calling, the quest for understanding diversity, the quest for engaging in community and the quest for understanding and learning through the liberal arts.

**BCE 201                      New Student Peer Leadership                      1 Semester Hour**

Offered to upperclass students, this course offers credit to student leaders who participate in the First Year Forum program. During the weekly small group sessions, students serve as leaders in the introducing new students to the people, processes and resources of Brevard College. This course may be repeated for credit.

**BCE 210                      Environmental Perspectives                      4 Semester Hours**

An interdisciplinary study of the past, present, and future of forest and river ecosystems, this course looks at ecology and natural history, effects of human activities, and environmental economics, ethics, and policy. Lectures, panel discussions, laboratory exercises, and field trips are offered. A student may not receive credit for both BCE 210 and ENV 103 or ENV 110. Environmental Studies and Environmental Science majors should take BCE 210 as a second semester freshman. Prerequisites: BCE 110, sophomore or junior standing. All students must register for the lab.

**BCE 410                      Senior Capstone                      3 Semester Hours**

The Senior Capstone is a course developed as the culminating experience of the General Education Curriculum. It is designed as an interdisciplinary exploration of the complexity and application of leadership. Students will examine the differing ways in which people learn, relate, and collaborate in their occupations and personal lives; honor and weigh various strategies in reasoning and ethics; appreciate diversity; and demonstrate citizenship by serving others within the College and the wider community. Prerequisites: Completion of BCE 110, BCE 210, and one humanities learning community and senior status.

**BUSINESS                      SEE ORGANIZATIONAL LEADERSHIP (p. 164)**



**CHEMISTRY (CHE)**

CHE 101	General Chemistry I	3 Semester Hours
CHE 101L	Lab	1 Semester Hour
Designed for students interested in nursing or the liberal arts. Lecture and laboratory topics include atomic and molecular structure, physical states of matter, chemical nomenclature, stoichiometry, and nuclear chemistry. Credit will not be given for both CHE 101/101L and 103/103L.		
CHE 102	General Chemistry II	3 Semester Hours
CHE 102L	Lab	1 Semester Hour
A continuation of CHE 101/101L, this course explores solutions, acids and bases, chemical equilibrium, introductory organic chemistry, and introductory biochemistry through lecture and laboratory. Prerequisite: CHE 101/101L. Credit will not be given for both CHE 102 and CHE 104.		
CHE 103	Principles of Chemistry I	3 Semester Hours
CHE 103L	Lab	1 Semester Hour
Designed for science majors, lecture and laboratory topics include atomic structure, chemical reactions and stoichiometry, thermochemistry, electronic structure and the periodic table, bonding, structure and nomenclature of molecules, molecular orbital theory, and physical states of matter. Prerequisite: MAT 100 or placement.		
CHE 104	Principles of Chemistry II	3 Semester Hours
CHE 104L	Lab	1 Semester Hour
A continuation of CHE 103/103L, this course examines solutions and colloidal suspensions, oxidation-reduction reactions, electrochemistry, kinetics, chemical equilibrium, complex ions, theories of acids and bases, thermodynamics, and nuclear chemistry. Prerequisite: CHE 103/103L.		
CHE 201	Organic Chemistry I	3 Semester Hours
CHE 201L	Lab	1 Semester Hour
This course covers the nomenclature, physical properties, and reaction mechanisms of organic molecules. The lecture section begins with a review of chemical bonding then introduces alkanes, alkenes, alkynes, alcohols, and aromatic compounds. The laboratory sessions involve turpentine, flammable organic gases, air oxidation, unsaturated fats/oils, substitution/oxidation rates of alcohols, and wound disinfection. Offered fall semester. Prerequisite: CHE 104/104L.		
CHE 202	Organic Chemistry II	3 Semester Hours
CHE 202L	Lab	1 Semester Hour
This course is a continuation of CHE 201. The lecture section begins with spectrometric methods then proceeds with ethers, aldehydes/ketones, carboxylic acids, and amines. The course concludes with biologically important organic compounds: carbohydrates, lipids, proteins, and nucleic acids. The laboratory sessions involve condensation products, dyeing, fruit scents, soap preparation, compound discovery, caffeine extraction, and curds & whey. Offered spring semester. Prerequisite: CHE 201/201L.		
CHE 210	Environmental Chemistry	3 Semester Hours
CHE 210L	Lab	1 Semester Hour
This course covers the chemistry of the Earth's natural processes in air, water, and soil as well as the chemical aspects of problems that human beings have created in the natural environment. Lectures begin with air chemistry and proceed with the ozone layer, air pollution, the greenhouse effect, CO <sub>2</sub> emissions, toxic organic chemicals and metals, water chemistry, polluted waters, and finally wastes, sediments, and soils. The laboratory sessions involve the safe performance, instrumentation, operations, and reporting of environmental chemical experiments. Operations include analysis of natural and polluted water and soil. Student time is mainly devoted to explorations and acquiring data. Offered fall semester. Prerequisites: CHE 102/102L or CHE 104/104L or permission of instructor.		

CHE 250	Chemical Analysis	3 Semester Hours
CHE 250L	Lab	1 Semester Hour

This course introduces students to various methods of chemical analysis including classical volumetric and gravimetric methods and selected instrumental techniques. Discussion of error, uncertainty and elementary statistics are also included. Offered fall semester. Prerequisite: CHE 104/104L and MAT 141.

CHE 301	Biochemistry	3 Semester Hours
CHE 301L	Lab	1 Semester Hour

This course covers the principles of biological compounds. The lecture section begins with the foundations of biochemistry and proceeds with structure and catalysis, bioenergetics and metabolism, and information pathways. The laboratory sessions involve cells, proteins, nucleic acids, carbohydrates, lipids, and membranes. Prerequisite: CHE 201/201L.

## COMMUNICATIONS (COM)

COM 105	Introduction to Journalism	3 Semester Hours
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This course offers an introduction to the elements of contemporary journalism concentrating on the writing of various types of news stories according to professional journalism standards. Participation on the staff of the *Clarion* is required.

COM 106	Publication Laboratory	1 Semester Hour
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The journalism Laboratory gives practical experience in publishing through work on the *Clarion* or *Chiaroscuro* staff. It cannot be taken concurrently with COM 105 unless the COM 105 instructor and the Humanities Division Chair grant permission. Satisfies the publication lab requirement for the English major and minor.

COM 110	Introduction to Communications	3 Semester Hours
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This course offers a survey of the basic principles and theories of human communication and their practical applications to various discursive contexts like relationships, job performance, and public communication.

COM 212	Mass Media and Society	3 Semester Hours
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Mass Media and Society explores the social impact of mass media on public policy, behavior, consumption and other cultural phenomena. Students gain an overview of the major fields within mass media such as advertising, telecommunication, newspapers, magazines, books and film.

COM 302	Environmental Journalism	3 Semester Hours
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This advanced course confirms the importance of journalistic ethics and professionalism in writing about environmental issues and policies for mass media such as newspapers and magazines. Class experiences stress creative thinking, thorough research, interviewing, information organizing, and clear writing. The class is designed to help students understand concepts and issues in environmental journalism and to develop the skills to write for and publish in the field of environmental journalism.

COM 306	Publication Production	1-3 Semester Hours
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This course gives students experience managing the production of a student publication. Students are responsible for the design, staffing, public relations, writing, editing, setting deadlines, and other logistics necessary for publication. Open only to editors and administrative staff of student publications, by permission of the publication advisor. Satisfies the publication lab requirement for the English major and minor.

**COM 316                      Special Topics in Communication or Journalism                      3 Semester Hours**  
This course offers special topics in the fields of communication or journalism. Some possibilities include Conflict Resolution, Media Adaptations, or Gender and Communication.

**COM 340                      First Amendment Freedoms                      3 Semester Hours**  
This course explores the theories, doctrines, statutes, and cases related to the First Amendment guarantees of Freedom of Religion [Separation of Church and State], Speech and Assembly.

**COM 380                      Argumentation and Debate                      3 Semester Hours**  
Argumentation and Debate is designed to enhance the critical thinking, logical reasoning, research and oral advocacy skills of the student. Regardless of the student's program of study, the concepts learned in the class will contribute to her or his success in the acquisition of knowledge and research skills. This course can be taken for honors credit.

**ECOLOGY (ECOL)**

**ECOL 200                      Topics in Ecology                      1-3 Semester Hours**  
This seminar provides a forum for topics in ecology and related areas. In addition to furthering the understanding of ecological topics, discussion and independent readings are assigned to explore social and value implications. Assignments include both written and oral presentations.

**ECOL 245                      General Ecology                      3 Semester Hours**  
Ecology involves the discovery of the principles that govern survival, growth, distribution, and abundance of organisms; interactions and relationships among populations in ecological communities; and the interactions of communities with the abiotic environment to form ecosystems. Quantitative and qualitative sampling techniques will be used in the field and laboratory to obtain population and community data. Written lab reports and a formal oral presentation are required. Prerequisites: BIO 110/110L and BIO 120/120L

**ECOL 350                      Terrestrial Ecosystems                      3 Semester Hours**  
This course takes a quantitative systems perspective using the watershed as a fundamental landscape unit and includes the roles of humans in ecosystems. The natural ecosystem is investigated in terms of its structure and function including trophic chains, biomass distribution, chemical distribution, soils, biodiversity, energy flow, biogeochemical cycling, pollution, and primary and secondary production. Structure, function, and cultural use of ecosystems are integrated by developing models of ecosystems. Written lab reports and a formal oral presentation are required. Prerequisites: BIO 110/110L, BIO 120/120L, and ECOL 245.

**ECOL 360                      Aquatic Ecosystems                      3 Semester Hours**  
This course takes a quantitative systems perspective using freshwater and marine ecosystems and includes the roles of humans in ecosystems. The natural ecosystem is investigated in terms of its structure and function including trophic chains, biomass distribution, chemical distribution, biodiversity, energy flow, biogeochemical cycling, pollution, and primary and secondary production. Structure, function, and cultural use of ecosystems are integrated by developing models of ecosystems. Prerequisites: BIO 110/110L, BIO 120/120L, and ECOL 245.

**ECOL 370                      Landscape Ecology                      4 Semester Hours**  
Integrated lecture and laboratory sessions examine the causes and consequences of spatial heterogeneity across the entire spectrum of scale emphasizing the interaction of spatial pattern and ecological processes. Written lab reports and a formal oral presentation are required. Prerequisites: BIO 110/110L, BIO 120/120L, and ECOL 245.



**ECOL 391                      Research Seminar                      1 Semester Hour**  
 This course is designed to introduce the fundamentals of scientific research, especially for students who may be interested in pursuing a research project of their own. Students will attend research seminars, then discuss the implications of the work presented. Readings from the scientific literature may also be used to illustrate how research is presented. Discussion of potential research projects will help students evaluate and plan for the project.

**ECOL 395                      Ecology Internship                      1-3 Semester Hours**  
 Career-related, non-classroom work experience in the area of ecology. The work experience is selected by the student in consultation with the faculty supervisor. A minimum of 45 contact or work hours must be completed for each semester hour of credit. Students, in consultation with the faculty supervisor, will complete a final written paper covering all aspects of the internship. Prerequisites: Ecology major, junior standing, and permission of the faculty supervisor.

**ECOL 400                      Advanced Topics in Ecology                      1-3 Semester Hours**  
 This seminar provides a forum for advanced topics in ecology and related areas. In addition to furthering the understanding of ecological topics, discussion and independent readings are assigned to explore social and value implications. Assignments include both written and oral presentations.

**ECOL 410                      Human Ecology                      3 Semester Hours**  
 A study of past and contemporary human civilizations, this course looks at the effects different societies have had on the environment. Topics include the agricultural revolution and the domestication of animals, the Industrial Revolution, population growth, utilization of finite resources, air and water quality, and food production. Prerequisites: BIO 110/110L or BCE 210.

**ECOL 494                      Senior Project I                      2 Semester Hours**  
 Students begin a faculty-approved project such as a senior thesis or research project. In this course, students propose a project question, develop a plan to resolve it, create a bibliography, and complete one chapter of writing. Class meets weekly for progress reports, discussion, critical thinking, and problem solving. Prerequisites: ecology major with all 100/200 level major requirements or permission of instructor.

**ECOL 495                      Senior Project II                      2 Semester Hours**  
 Students complete senior projects begun in ECOL 494. Class meetings continue with discussion, critical thinking, and problem solving. Students also meet privately with their advisors to review their papers or projects. The one-on-one reviews are used by the student to improve the writing, content, logic, and organization of the paper or project. Requirements include the final written paper and a formal oral public presentation summarizing the paper. Prerequisite: ECOL 494.

**ECONOMICS (ECON)**

**ECON 201                      Macroeconomics                      3 Semester Hours**  
 A study of national production, employment, income, and price levels, Macroeconomics looks at how these forces relate to one another. Students also explore alternative theories of economic instability, fiscal policy, monetary policy, and international trade. Prerequisite: sophomore standing or permission of instructor.

**ECON 202                      Microeconomics                      3 Semester Hours**  
 A study of the market system, supply and demand, price mechanisms and allocation of resources, Microeconomics looks closely at competition, monopoly, and imperfect competition. Prerequisite: sophomore standing or permission of instructor.

## Variable Credit

## EDUCATION (EDU)

The purpose of this course is to introduce the prospective teacher to the real world of teaching through classroom activities and a field experience of approximately 10 hours at local public schools. The course covers traditional and contemporary perspectives on teaching and learning; analysis of contemporary educational issues from a teacher's perspective; reflection on the teaching process as observed in the public school classroom; and exploration of personal needs and goals in relation to teaching. *This course is not required as part of the professional studies sequence for teacher licensure.*

A study of the philosophical, historical, and social foundations of education in North Carolina and the United States. Main topics include teaching as a profession; history of U.S. education; administrative structure of schools; legal, political, and economic issues and trends; social class; race; and the problem of equal educational opportunity. Students will begin gathering artifacts for their professional portfolio. 15 hours of field experience in the public schools is required. Prerequisite: sophomore standing.

Students will develop curriculum, differentiate instruction, and implement authentic assessment strategies within the context of varied learning styles and multiple intelligences as well as multicultural factors. Students will learn a variety of strategies for facilitating an effective classroom atmosphere. Integration of technology will be explored in order to enhance the learning process. Students will be encouraged to develop habits of a life-long learner. The self-assessment portfolio process begun in EDU 101 and/or 202 will be continued in this course. Prerequisite: acceptance to the Teacher Education Program: junior standing; EDU 202, PSY 230.

Helps the pre-service teacher identify, refer, and work effectively in the classroom with diverse learners; the gifted and talented, special needs, and ESL. A 10-hour practicum will accompany this course. Prerequisites: EDU 202; PSY 230; and junior standing.

The purpose of this course is to study the teaching practices that promote understanding of concepts, principles, and themes of science and healthful living. Supervised clinical experiences will provide opportunities for students to connect teaching theory with classroom practice. Prerequisites: EDU 202, EDU 301, EDU 303, PSY 230; junior standing; acceptance to the Teacher Education Program.

The design of this course is to acquaint pre-service teacher candidates with background information and strategies for presenting instruction in the social studies and the arts. The candidates will be presented with meaningful, relevant and authentic learning activities in the six areas of social sciences: anthropology, economics, history, geography, political science, and sociology. Prerequisites: EDU 202, EDU 301, EDU 303, PSY 230; junior standing; acceptance to the Teacher Education Program.

**EDU 315                      Elementary Reading/Language Arts Methods                      3 Semester Hours**  
 The purpose of this course is to introduce the pre-service teacher candidate to the teaching and learning processes associated with comprehensive literacy instruction in the elementary school. Developmental stages of learning to read and write, interactive teaching strategies, and instructional methods and materials will be presented. Supervised clinical experiences will provide opportunities for students to connect teaching theory with classroom practice. Prerequisites: EDU 202, EDU 301, EDU 303, PSY 230; junior standing; acceptance to the Teacher Education Program.

**EDU 316                      Elementary Math Methods                      3 Semester Hours**  
 This course is a study of the instructional strategies that assist the pre-service teacher candidate in promoting the development of critical thinking, problem solving and performance skills in mathematics. Supervised clinical experiences will provide opportunities for students to connect teaching theory with classroom practice. Prerequisites: EDU 202, EDU 301, EDU 303, PSY 230; junior standing; acceptance to the Teacher Education Program. EDU 202, EDU 301, EDU 303, PSY 230; senior standing and acceptance to the Teacher Education Program.

**EDU 320                      Children’s Literature                      3 Semester Hours**  
 An overview of the history and development of literature for children. Different types of literature will be explored. Book selection, evaluation, and resources will be included. Students will engage in learning experiences which involve literary criticism, relationships between principles of human development and test interpretation, and application of course content to teaching practices and curriculum organization.

**EDU 400                      Content Methods and Student Teaching:                      14 Semester Hours**  
**High School**  
 The first 4 weeks of this course will prepare the students for their student teaching assignment by microteaching in their content area in the college classroom . It will include the exploration of reading and writing in each content area. The micro lessons will be evaluated by the college supervisor as well as the students. The 11 week full day, student teaching experience will be based on the public school calendar under the direct supervision of a cooperating teacher. Prerequisites: completion of all required courses and eligibility for student teaching.

**EDU 401                      Student Teaching Seminar                      1 Semester Hour**  
 To be taken concurrently with student teaching. Meets on a scheduled basis in order to provide on-going support during the 11 week student teaching experience. Final portfolio assessment will be made during this class.

**EDU 405                      Student Teaching K-6                      14 Semester Hours**  
 The 15 week full day student teaching experience will be based on the public school calendar under the direct supervision of a mentor teacher. Prerequisites: completion of all required courses and eligibility for student teaching.

**EDU 410                      Student Teaching K-12: Art, Music,                      14 Semester Hours**  
**Physical Education, and Theater**  
 The 15 week full day student teaching will be divided between elementary and high school experiences under the direct supervision of a mentor teacher. Prerequisites: completion of all required courses and eligibility for student teaching.



## ENGLISH (ENG)

Students who have an inadequate foundation in English may be required to complete ENG 100 (Basic Grammar and Composition) before attempting higher level courses in English. See description under Academic Support Courses (p. 123).

### ENG 111                      Rhetoric and Composition                      3 Semester Hours

This course emphasizes skills related to expository prose. Students write using major rhetorical modes and do basic research following MLA guidelines. The development of writing style through prewriting, writing, and revision is emphasized. Essays are regularly assigned. Some sections of ENG 111 will focus readings and writing assignments on themes such as Writing about Nature, Writing about the Arts, Writing about Media, etc. Prerequisite: placement in ENG 111 or a grade of C- or higher in ENG 100.

### ENG 111H                      Honors Rhetoric and Composition                      3 Semester Hours

An honors course, ENG 111H is an interdisciplinary writing seminar designed to develop students' abilities for writing clear, cogent expository prose. Thematically organized, topics will change on a semester by semester basis. This honors seminar is designed to promote rigorous written and oral intellectual exchange. Essays and research are regularly assigned. Prerequisite: placement or permission of instructor.

### ENG 112                      Critical Inquiry and Communication                      3 Semester Hours

A continuation of ENG 111, ENG 112 adds readings mainly from selected literature and further develops critical thinking skills, argumentative and persuasive, expressed in both written and oral forms. Essays and oral presentations are regularly assigned; a research paper and presentation are also required. Prerequisite: a grade of C- or higher in ENG 111 or 111H.

### ENG 112H                      Honors Critical Inquiry and Communication                      3 Semester Hours

An honors course, ENG 112H is an advanced study of selected literature designed to promote rigorous written and oral intellectual exchange and to develop further students' critical thinking skills in argumentative and persuasive modes, expressed in both written and oral forms. Essays and oral presentations are regularly assigned; a research paper and presentation are also required. Prerequisite: placement or permission of instructor.

### ENG 205                      British Literature                      3 Semester Hours

A selected study of major writers, genres, periods, and/or themes in British Literature, this course may include such authors as Spenser, Shakespeare, Pope, Shelley, Keats, Arnold, and Tennyson. The course may be chronological or thematic, covering such topics as Medieval Literature or The Gothic Novel. Prerequisite: ENG 112 or 112H.

### ENG 206                      American Literature                      3 Semester Hours

A selected study of major authors, genres, periods, and/or themes in American Literature, this course may include such writers as Thoreau, Hawthorne, Whitman, Dickinson, Frost, Faulkner, Hemingway and Morrison. Prerequisite: ENG 112 or 112H.

### ENG 207                      Creative Writing                      3 Semester Hours

An introductory class, creative writing allows students to explore imaginative resources, develop descriptive power, and experiment with original poetry, fiction, and creative nonfiction. Prerequisite: ENG 112 or 112H.

### ENG 208                      World Literature                      3 Semester Hours

A selected study of major authors, genres, periods, nationalities, and/or themes in literature other than British and American (taught primarily in English translation). Prerequisite: ENG 112 or 112H.

- ENG 211 Introduction to Film 3 Semester Hours**  
A historical survey of the development of the film industry as a distinctive art form, this course promotes critical analysis through discussion and individual projects. Students view films from the silent era through modern times. Prerequisite: ENG 111 or 111H or permission of instructor.
- ENG 217 Studies in Environmental Literature 3 Semester Hours**  
American culture developed from confrontation with the frontier. Environmental literature reflects our roots grounded in landscape and responds to the rise of ecological awareness in the late 20<sup>th</sup> century. Ecological criticism or “eco-criticism” of literature uses concepts from the science of ecology to analyze literary style and content. In this course, students encounter poetry, fiction, the historic memoirs of frontier explorations of North America, and essays on wilderness issues. They develop critical thinking skills and practice writing critical and creative essays. Prerequisite: ENG 112 or 112H.
- ENG 220 Thematic Studies in Literature 3 Semester Hours**  
Covering the basic terminology and methods of literary analysis, this topic-specific course introduces students to a range of historical and contemporary literatures, including various genres of American, British, and World literature and connects literature with other fields of study, showing its relevance to any major discipline. Critical essays and oral presentations are required. Sample themes might include war, ethics, reinvented stories, etc. Prerequisite: ENG 112 or 112H. May be repeated if the topic changes.
- ENG 240 African-American Literature 3 Semester Hours**  
Many of the most exciting writers in English today are African-American; they have discovered and rewritten their own history while filling in gaps in the larger quilt of American tradition. Authors studied may include Wheatley, Douglass, Hughes, Ellison, Wright, Brooks, Dove, and Morrison. Topics may include slavery, religion, family, and oral history. Prerequisite: ENG 112 or ENG 112H.
- ENG 241/341 Women in Literature 3 Semester Hours**  
Students in this course encounter novelists, poets, essayists, and critics whose works stem from their identity as women who think, feel, and write. These women may include Wollstonecraft, Stein, Woolf, Lessing, Plath, Levertov, Walker, Rich, and others. Readings explore the roles of women in varying racial and cultural situations. Students taking the course at the 300-level will do additional research and be expected to conduct analysis and interpretation at a more sophisticated level. Prerequisite: ENG 112 or ENG 112H; for enrollment at the 300-level, a prior course in literature.
- ENG 305 Technical Writing and Editing 3 Semester Hours**  
This course introduces students to the specialized writing styles and formats used for business and other technical audiences. Students study advanced grammar and refine style, analyze content, learn editing techniques, write effective letters and memos, present oral reports, and write such specialty items as feasibility studies and formal bids or proposals. Prerequisite: ENG 112 or 112H.
- ENG 308 Creative Nonfiction 3 Semester Hours**  
An advanced writing class, Creative Nonfiction fuses attention to style and form with concern for fact, often using powerful setting and characterization. Essays are enhanced by personal reflection, honed by careful crafting, and may inform, persuade, or amuse. Prerequisite: ENG 112 or 112H.
- ENG 309 Poetry Writing 3 Semester Hours**  
An advanced creative writing class, Poetry Writing seeks to make students aware of their obligations to craft. Students will keep a journal of ideas, do exercises that stimulate figurative power, practice laser-like description, experiment with form and rhyme and meter, learn to peel away sentimentality and self-pity, and begin developing a personal style. Students will build a manuscript of verse separate from their class exercises, will read aloud frequently, and will do at least one special project. Prerequisite: ENG 207.



**ENG 310                      Fiction Writing    3 Semester Hours**  
 An advanced creative writing class, Fiction Writing explores the forms and techniques of the short story by requiring a wide range of reading and by exploring narrative technique, point of view, characterization, structure, and style. Students will write several stories and do at least one special project. Prerequisite: ENG 207.

**ENG 322                      Shakespeare    3 Semester Hours**  
 If comedy is about laughing, students will laugh with Shakespeare’s *A Midsummer Night’s Dream*. If tragedy is about crying, students will cry over *Othello* and *King Lear*. If history is about conflict, students will fight about *Henry IV* and *Richard III*. In other words, students in ENG 322 will laugh, cry, and fight as they discover why Shakespeare is the most quoted writer of all time. Prerequisite: a 200 level ENG course other than ENG 207 or 211, or permission of instructor.

**ENG 330                      Advanced Studies in Literature    3 Semester Hours**  
 An upper-level study of literature, this course offers the opportunity for in-depth study of a particular author, period, theme, or genre in American, British, or world literature. Prerequisite: ENG 112 or 112H.

**ENG 342                      Southern Literature    3 Semester Hours**  
 Whether viewed as one region or as several “Souths,” the southeastern United States has a recognized identity in literature as well as history. This course charts the development of Southern writers and themes, and includes such authors as Faulkner, Wolfe, O’Connor, Welty, and Warren. Prerequisite: a 200 level ENG course, other than ENG 207 or 211, or permission of instructor.

**ENG 343                      Adolescent Literature    3 Semester Hours**  
 A study of literature for students grades six through twelve, including genres, themes, authors, and history. The course will emphasize various teaching methods for engaging young adult readers and developing their love of reading. Pre-requisite: a 200 level literature course or permission of instructor.

**ENG 350                      Language Studies    3 Semester Hours**  
 An exploration of the development of the English language from its Indo-European background to the present, ENG 350 covers various grammars, dialects, and levels of language use. The class explores psychological factors, cultural roles, and the nature and development of human/other languages and their historical changes. Prerequisite: ENG 112 or 112H; a 200 level ENG class is strongly encouraged.

**ENG 351                      Literary Criticism    3 Semester Hours**  
 What do the terms literature, interpretation, meaning and text really mean? This class provides a brief historical overview of the development of literary criticism, then concentrates on the application of modern methods such as formalism, structuralism, deconstruction, reader-response, and cultural historicism. Students will write practical criticism on a variety of genres. Prerequisite: ENG 112 or 112H. A prior sophomore literature course is highly recommended.

**ENG 353                      Writing Assessment    3 Semester Hours**  
 An advanced seminar in the writing process, including approaches to the teaching and assessment of writing in a variety of content areas, this course is primarily intended for students seeking certification to teach in secondary school. Hands-on experience in the Writing Center and/or work as a teaching assistant in a section of ENG 100, ENG 111, or ENG 112 is a key element of the course. Pre-requisite: any 200 level literature course.

**ENG 380                      Interdisciplinary Studies in Literature    3 Semester Hours**  
 This course offers the opportunity for upper-level explorations of the relationship between literature and other fields, such as religion, philosophy, history, psychology, or the natural sciences. The course format invites team teaching to take advantage of the expertise of faculty members in multiple academic disciplines. May be taken more than once, if topics vary. Prerequisite: ENG 112 or 112H or permission of instructor.



**ENG 410                      Special Topics in Literature                      3 Semester Hours**  
 Creativity and concentration are the key words for this varying-emphasis course. Some possibilities include an in-depth study of one author, close examination of a literary episode ( e.g., the Harlem Renaissance ), a thematic study ( e.g., Gender and Media ) or a regional study ( e.g., the literature and culture of Appalachia ). Prerequisite: junior or senior standing, or permission of instructor.

**ENG 495                      Senior Thesis and Presentation                      3 Semester Hours**  
 Students do an in-depth project in their emphasis area. Possibilities include a significant research paper, a course or workshop proposal, or an extended creative writing assignment. A committee of three faculty members oversees this project. An oral presentation of the final product is a requirement. Prerequisites: second-semester junior or senior status and permission of the English major coordinator.

**ENRICHMENT (ENR)**

**ENR 101H                      Enrichment Seminar, Service                      1 Semester Hour**  
 This course is a seminar designed for students in the Brevard College Honors Program. The focus is on service. Cultural activities that include musical or theatrical performances are also part of the course. Students will participate in service learning and cultural activities, interact with speakers that discuss the service and cultural themes, and reflect on their involvement in the activities. Grade: Pass/Fail.

**ENR 102H                      Enrichment Seminar, Scholarship                      1 Semester Hour**  
 This course is a seminar designed for students in the Brevard College Honors Program. The focus is on scholarship. Students will listen to presentations from speakers and evaluate both the speaker’s performance and the topic covered. Students will suggest some seminar topics and speakers. Cultural activities that include musical or theatrical performances are also part of the course. Grade: Pass/Fail.

**ENR 203H                      Enrichment Seminar, Research                      1 Semester Hour**  
 This course is a seminar designed for students in the Brevard College Honors Program. The focus is on communication. Cultural activities that include musical or theatrical performances are also part of the course. Students will make both oral and written presentations on a topic of their choice. Grade: Pass/Fail.

**ENR 204H                      Enrichment Seminar, Comprehension                      1 Semester Hour**  
 This course is a seminar designed for students in the Brevard College Honors Program. The focus is on comprehension. Cultural activities that include musical or theatrical performances are also part of the course. Students will analyze at least two written works of art from different fields. Students may make oral and written presentations on a topic related to the works. Grade: Pass/Fail.

**ENVIRONMENTAL STUDIES (ENV)**

**ENV 301                      Environmental Policy                      3 Semester Hours**  
 A study of the major environmental laws and policies including NEPA, RCRA, CERCLA and TSCA. Environmental agencies reviewed include DOE, EPA, NIOSH, USFS, and USGS, among others. Although concentrated on the United States, the course presents a brief introduction to the international aspects of environmental law. Prerequisite: BCE 210.

<b>ENV 360</b>	<b>Earth/Environmental Science Pedagogy For Elementary School Educators</b>	<b>3 Semester Hours</b>
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This course employs hands-on inquiry based approach to assist elementary (K-6) school educators to more effectively convey environmental knowledge to their students. Topics will include rocks/minerals, soils, water, plants, animals, weather, sun/moon system, and integrated issues. The course will include classroom, laboratory, and field experiences. Offered in conjunction with the Pisgah Forest Institute.

<b>ENV 361</b>	<b>Earth/Environmental Science Pedagogy For Middle and High School Educators</b>	<b>3 Semester Hours</b>
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This course employs hands-on inquiry based approach to assist middle and high school educators to more effectively convey environmental knowledge to their students. Topics will include rocks/minerals, soils, water, plants, animals, weather, sun/moon system, and integrated issues. The course will include classroom, laboratory, and field experiences. Offered in conjunction with the Pisgah Forest Institute.

<b>ENV 380</b>	<b>Interdisciplinary Seminar on Environmental Thoughts and Issues</b>	<b>3 Semester Hours</b>
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Invited guests present a seminar followed by student-led discussion. Readings assigned prior to class from books, professional papers, and news articles form the basis for students' questions, conclusions, judgments, and summaries. Prerequisites: environmental studies major, completion of all required 100/200 level courses, or permission of instructor.

<b>ENV 391</b>	<b>Research Seminar</b>	<b>1 Semester Hour</b>
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This course is designed to introduce the fundamentals of scientific research, especially for students who may be interested in pursuing a research project of their own. Students will attend research seminars, then discuss the implications of the work presented. Readings from the scientific literature may also be used to illustrate how research is presented. Discussion of potential research projects will help students evaluate and plan for the project.

<b>ENV 394</b>	<b>Environmental Internship I</b>	<b>2 Semester Hours</b>
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This internship is related to "working with nature". Students may choose a variety of activities from camps to offices if their work supports nature. A minimum of 90 contact or work hours must be completed during the school year or summer. The final grade is based on the professor's evaluation of the sponsor's report, an interview with the student, a paper describing the internship, a journal of daily activities, and a website about the internship. Prerequisites: Environmental Studies Major, all 200 level major courses, PSY 365, or permission of the instructor.

<b>ENV 395</b>	<b>Environmental Internship II</b>	<b>2 Semester Hours</b>
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The second internship is related to the environmental needs of business, industry, or government where human and natural needs are in conflict. A minimum of 90 contact or work hours must be completed during the school year or summer. The final grade is based on the professor's evaluation of the sponsor's report, an interview with the student, a paper describing the internship, a journal of daily activities, and a website about the internship. Prerequisites: ENV 394, all 200 level major courses, PSY 370, or permission of the instructor.

<b>ENV 494</b>	<b>Senior Project I</b>	<b>2 Semester Hours</b>
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For course description see ECOL 494. Prerequisites: environmental studies major with all 100/200 level required major courses, ENV 394, and PSY 370, or permission of instructor.

<b>ENV 495</b>	<b>Senior Project II</b>	<b>2 Semester Hours</b>
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For course description see ECOL 495. Requirements include the final written paper and a formal oral presentation summarizing the paper. Prerequisites: environmental studies major with all 100/200 level required major courses, ENV 394, PSY 370, and ENV 494, or permission of instructor.

# EXERCISE SCIENCE (EXSC)

EXSC 110	Introduction to Exercise Science	3 Semester Hours
Designed to introduce the student to exercise science as a field of study and as a career pathway, the course emphasizes the fundamental biophysical principles of human movement and their relationship to physical activity and fitness.		
EXSC 150/ORG	Principles of Sport and Event Management	3 Semester Hours
This course is an overview of management principles as they apply to the sport and/or event industries. Areas emphasized include program evaluation, competencies, ethics, historical foundation, current industry trends, and career opportunities.		
EXSC 200	Fitness Activities	2 Semester Hours
Students are introduced to the theoretical bases for fitness development and participate in a variety of activities (land-based, aquatic, and strength-developing) designed to foster physical fitness.		
EXSC 201	Individual and Team Sports Skills	2 Semester Hours
Students are introduced to basic skills and pedagogy for a variety of individual and team sports activities.		
EXSC 211A	Selected Topics in Allied Medical Fields	1-3 Semester Hours
Students study one or more topics that relate exercise science to one or more medical fields. Topic(s) and credits are selected by the respective instructor(s) each semester to fit student needs and interests.		
EXSC 211F	Selected Topics in Fitness Leadership	1-3 Semester Hours
Students study one or more topics that relate exercise science to the fitness industry. Topic(s) and credits are selected by the respective instructor(s) each semester to fit student needs and interests.		
EXSC 211T	Selected Topics in Teaching Coaching	1-3 Semester Hours
Students study one or more topics that relate exercise science to teaching physical activity and/or athletic coaching. Topic(s) and credits are selected by the respective instructor(s) each semester to fit student needs and interests.		
EXSC 215A	Directed Observation Practicum: Allied Medical Fields	1 Semester Hour
This is the first of three practicum experiences required for the emphasis. For one week (40 hours), the student explores a potential medical or research career pathway allied with exercise science by observing, interviewing, and helping (if possible) the professionals at an approved site chosen by the student. Written and oral reports of the student's experiences are required. Students completing the actual on-site work during the summer should register for the course in the fall semester following the experience; those who complete the experience between regular semesters or during spring break should register for the course in the spring semester.		
EXSC 215C	Directed Observation Practicum: Coaching	1 Semester Hour
This is the first of three practicum experiences required for the emphasis. For one week (40 hours), the student explores a potential coaching career pathway by observing, interviewing, and helping (if possible) the professionals at an approved site chosen by the student. Written and oral reports of the student's experiences are required. Students completing the actual on-site work during the summer should register for the course in the fall semester following the experience; those who complete the experience between regular semesters or during spring break should register for the course in the spring semester.		



**EXSC 215F                      Directed Observation Practicum:                      1 Semester Hour**  
**Fitness Leadership**

This is the first of three practicum experiences required for the emphasis. For one week (40 hours), the student explores a potential fitness leadership career pathway by observing, interviewing, and helping (if possible) the professionals at an approved site chosen by the student. Written and oral reports of the student's experiences are required. Students completing the actual on-site work during the summer should register for the course in the fall semester following the experience; those who complete the experience between regular semesters or during spring break should register for the course in the spring semester.

**EXSC 240                      Introduction to Theories and Techniques                      3 Semester Hours**  
**of Coaching**

Through various in-class and out-of-class experiences, students explore the integration of the practical and theoretical knowledge necessary for effective coaching, including administrative and legal issues.

**EXSC 250/ORG   Facility and Event Management                      3 Semester Hours**

Planning, design, financing, administration, and risk management functions associated with managing assembly sporting facilities are examined. Prerequisites: EXSC/ORG 150 or permission of instructor.

**EXSC 289/389/   Independent Studies in Exercise Science                      1-3 Semester Hours**  
**489**

Students who wish to pursue knowledge and/or practical experience (not generally available through other courses) in an exercise science-related field may design a contract course with the approval and guidance of an exercise science instructor. The course level and number of credits will be determined mainly by the academic rigor of the proposed study.

**EXSC 310                      Exercise Physiology                      3 Semester Hours**

The focus is on studying the various relationships of health, wellness, exercise, and sports to the structures and functions of the human body. Prerequisite: BIO 220/220L.

**EXSC 311                      Fitness Appraisal                      3 Semester Hours**

The theoretical bases are combined with practical experience to enhance understanding of fitness assessment. Students will gain competence in test administration and interpretation, screening, emergency procedures, and exercise prescription. Prerequisite: EXSC 310.

**EXSC 312                      Sports Nutrition and Wellness Issues                      3 Semester Hours**

This course deals with current issues related to fitness, wellness, and sports performance from the standpoint of nutrition and lifestyle choices.

**EXSC 313                      Principles of Training and Conditioning                      3 Semester Hours**

This course provides the student with the background and overview of proper training and conditioning principles as recommended by the National Strength and Conditioning Association and the American College of Sports Medicine. The information presented will aid the student in the proper techniques necessary to maximize performance and minimize injury. Heavy emphasis for the course will be on program design, specificity, and exercise selection, along with analysis of the underlying scientific principles.

**EXSC 315A                      Leadership Practicum: Allied Medical Fields                      3 Semester Hours**

Throughout the semester, the student works with medical professionals at an approved site, obtaining experience in a leadership capacity. This course should be taken after 100/200 level course work has been completed.

**EXSC 315C Leadership Practicum: Coaching 3 Semester Hours**  
Throughout the semester, the student works with coaching professionals at an approved site, obtaining experience in a leadership capacity. This course should be taken after 100/200 level course work has been completed.

**EXSC 315F Leadership Practicum: Fitness Leadership 3 Semester Hours**  
Throughout the semester, the student works with fitness industry professionals at an approved site, obtaining experience in a leadership capacity. This course should be taken after 100/200 level course work has been completed.

**EXSC 320 Biomechanics in Exercise and Sport 3 Semester Hours**  
This course is designed to introduce the student to mechanical principles of movement and apply those principles to specific motor activities common to exercise and sport. The course will cover basic: 1) mechanical principles, 2) mechanics of objects in motion, 3) levers, 4) origins and insertions of major muscles, 5) muscle actions, 6) joint movements. Prerequisites: BIO 210/210L or permission of instructor.

**EXSC 340 Coaching Methods 3 Semester Hours**  
Current theories and principles of learning, especially motor learning, are explored. Emphasis is on application in an activity-teaching and/or coaching setting for grades K-12.

**EXSC/ORG 350 Public and Media Relations in the Sport/Event Industry 3 Semester Hours**  
This course emphasizes the building and management of positive relationships with the community and the media. Examines public opinion and research, management of public relation tools and resources, and ethics. Prerequisites: EXSC/ORG 250 or permission of instructor.

**EXSC 410A Preparation for Senior Internship: Allied Medical Fields 1 Semester Hour**  
This course should be taken the semester prior to beginning the senior internship. It is designed to prepare the student for said internship. Contracts, resumes, calendar and other details will be finalized, and reporting procedures and visitation schedules (where appropriate) will be planned. Pre or corequisite: EXSC 315A

**EXSC 410F Preparation for Senior Internship: Fitness Leadership 1 Semester Hour**  
This course should be taken the semester prior to beginning the senior internship. It is designed to prepare the student for said internship. Contracts, resumes, calendar and other details will be finalized, and reporting procedures and visitation schedules (where appropriate) will be planned. Pre or corequisite: EXSC 315F

**EXSC 415A Senior Internship: Allied Medical Fields 14 Semester Hours**  
This course is designed to be a bridge between the end of a student's undergraduate education and the beginning of a career pathway. The student devotes an entire semester to working and learning at an approved student-chosen site under the direct supervision of an on-site professional. Prerequisite: EXSC 410A.

**EXSC 415F Senior Internship: Fitness Leadership 14 Semester Hours**  
This course is designed to be a bridge between the end of a student's undergraduate education and the beginning of a career pathway. The student devotes an entire semester to working and learning at an approved student-chosen site under the direct supervision of an on-site professional. Prerequisite: EXSC 410F.

**FRENCH (FRE)**

**FRE 101/102      Elementary French I and II      4 Semester Hours each**

The courses introduce students to the fundamentals of French grammar with an emphasis on oral communications and reading simple texts. Offered infrequently.

**GEOLOGY (GEOL)**

**GEOL 101      Physical Geology      3 Semester Hours**

**GEOL 101L      Lab      1 Semester Hour**

Through lecture, laboratory and field experiences, Physical Geology introduces the student to the processes that shape Earth’s surface. After introducing minerals and rocks, the course explores mountain building through plate tectonics, earthquakes, and volcanism. Sculpting of the surface is addressed through weathering and erosion caused by water, wind, and ice. Course activities include 2 Saturday field trips (Offered every Fall).

**GEOL 105      Historical Geology      3 Semester Hours**

**GEOL 105L      Lab      1 Semester Hour**

Historical Geology focuses the sequence of the interactions of the tectonic plates throughout the 4.6 billion-year history of the planet. Interwoven with the geological aspect is the history of the evolution of life as revealed by the fossil record. Course activities include lecture, lab, and 2 Saturday field trips. (Offered every Spring)

**GEOL 201      Environmental Geology      3 Semester Hours**

**GEOL 201L      Lab      1 Semester Hour**

Geologic processes shape our environment. Environmental Geology addresses the many facets of human interaction with the geologic processes active in our lives. Using lecture, laboratory, and field trips, students will explore geological hazards, water resources, mineral and energy resources, waste disposal, water and air pollution, and land-use planning. Weekend field trip. Prerequisite: GEOL 101/101L or GEOL 105/105L. (Offered every odd year – Spring)

**GEOL 210      Mineralogy      3 Semester Hours**

**GEOL 210L      Lab      1 Semester Hour**

Students learn the chemistry, structure, and diagnostic properties of the major rock-forming and economic minerals as well as hand-specimen identification of rocks. Analytical techniques used in mineral identification and the application of specific minerals toward the resolution of geological problems are covered in detail. Field trips to important mineral localities will supplement the lecture and laboratory. Fall Break field trip. Prerequisite: GEOL 101/101L. (Offered every odd year – Fall)

**GEOL 270      Field Study in Geology      4 Semester Hours**

Students will investigate a specific topic in Geology that will be enhanced by a field excursion to a classic locality that exemplifies the topic. Weekly, 2-hour seminar meetings will prepare students for an extended field trip that will normally take place over Spring Break or after Commencement. Students will make individual Power Point presentations about their research pertaining to the topic. Upon return from the field study, students will prepare a web page about their experiences on the trip particular to their area of interest(s) in the study topic. This course may be taken more than once provided the area of study is different. GEO 270 will satisfy the Area VI General Education requirement. Prerequisites: MAT 101 or above, or placement, or permission of instructor. (Offered every Spring)



**GEOL 271                      Geology Field Experience                      2 Semester Hours**  
 Students will conduct a field investigation a specific topic in Geology in a classic locality. The focus of the course will change from year to year. The course title will address that topic. Ordinarily, the field locality will be the same as the GEOL 270 site. The field trip will take place over Spring Break, after the end of the semester, or during the summer. This course may be taken more than once provided the area of study is different. This course is to be taken as an elective; it may not be taken at the same time as GEOL 270, and it does not fulfill any General Education Requirements, major, or minor requirements. Prerequisites: None. (Offered as needed)

**GEOL 310                      Structural Geology                      3 Semester Hours**  
**GEOL 310L                      Lab                      1 Semester Hour**  
 Geological structures control the formation of mountains and basins. The course emphasizes the mechanical behavior and dynamic evolution of the earth's crust through the study of deformed rocks. Field exercises and field trips will highlight important structures found locally. Fall Break field trip. Prerequisite: GEOL 101/101L or GEOL 105/105L. (Offered every even year – Fall)

**GEOL 312                      Geomorphology                      3 Semester Hours**  
**GEOL 312L                      Lab                      1 Semester Hour**  
 The formation of landscapes has fascinated scientists, artists, and writers throughout human history. Geomorphology examines the processes that form the landscapes found in the numerous environments of the planet. Emphasis is placed on tectonic processes that build the earth up and the forces of weathering, water, wind, and ice that wear it down. Field trips will examine those processes active in the southeastern United States. Weekend field trip. Prerequisite: GEOL 101/101L or GEOL 105/105L. (Offered every even year – Spring)

**GREEK (GRK)**  
**GRK 101                      Greek I                      4 Semester Hours**  
 This course introduces students to Koine Greek (the Greek of the *New Testament*) including its challenges of alphabet, forms, and syntax. Emphasis falls on introductory vocabulary, grammar and translation.  
**GRK 102                      Greek II                      4 Semester Hours**  
 This course continues the study of first-year Koine Greek, with further lessons in vocabulary, grammar, and translation. The goal is to prepare students by the end of the course to translate the original Greek text of the *New Testament*. Prerequisite: GRK 101 with a grade of C- or higher.

**HEALTH (HLT)**  
**HLT 201                      Health                      2 Semester Hours**  
 This personal health course designed to provide relevant personal information about today's major health concerns in a rapidly changing society. The main focus of the course is on factual content and activities to assist the students in clarifying what they know, believe, and value and what action they should take in health-related situations.

**HLT 202                      First Aid and CPR                      2 Semester Hours**  
 Designed to provide instruction in emergency first aid procedures, this course prepares students for CPR and First Aid certification. First aid efficiency is attained through training and practice.

HEALTH SCIENCE STUDIES (HSS)

**HSS 391                      Research Project Proposal                      1 Semester Hour**  
This course is designed to introduce the fundamentals of scientific research, especially for students who may be interested in pursuing a research project of their own. Students will attend research seminars, then discuss the implications of the work presented. Readings from the scientific literature may also be used to illustrate how research is presented. Discussion of potential research projects will help students evaluate and plan for the project.

**HSS 395                      Health Science Studies Internship                      2 Semester Hours**  
Career-related, non-classroom work experience in a health science facility. The healthcare facility is selected by the student in consultation with the faculty supervisor. A minimum of 90 contact or work hours must be completed. Students, in consultation with the faculty supervisor, will complete a final written paper covering all aspects of the internship. Prerequisite: HSS major, junior standing, and permission of the faculty supervisor.

**HSS 494                      Senior Project                      2 Semester Hours**  
For course description see ECOL 494. Prerequisite: HSS major with all 100/200 level major requirements, or permission of instructor.

**HSS 495                      Senior Project                      2 Semester Hours**  
For course description see ECOL 495. Prerequisite: HSS major with all 100/200 level major requirements, or permission of instructor.

HISTORY (HIS)

**HIS 101                      History of Western Civilization to 1648                      3 Semester Hours**  
This is an introductory level course on ancient, medieval, and early modern Western Civilization. Focusing on western European society from the Greeks to the seventeenth century, the course includes a discussion of the major civilizations in Europe during that time period and their contributions to the West. Students learn about Greco/Roman heritage, the Middle Ages and Christian heritage, the Renaissance, the Reformation, and the Scientific Revolution as defining events.

**HIS 102                      History of Western Civilization Since 1648                      3 Semester Hours**  
An introductory level course, HIS 102 focuses on European society from the seventeenth through the twentieth century. It includes a discussion of such major events as the Enlightenment, European Fascism, the Fall of Communism, and the European Integration Movement.

**HIS 103                      United States History to 1865                      3 Semester Hours**  
This course examines the social, cultural, economic, and political development of the United States to 1865. Through reading, writing, and discussion, students appreciate major movements, such as the Great Awakening, the American Revolution, the Market Revolution, and Jacksonian Democracy and how they shaped the new nation. They also become familiar with major figures, including Pocahontas, John Winthrop, Benjamin Franklin, Thomas Jefferson, Dorothea Dix, Frederick Douglas, and Abraham Lincoln, from the colonial period through the Civil War.

**HIS 104                      United States History Since 1865                      3 Semester Hours**  
This course explores the social, cultural, economic, and political development of the United States since 1865. Through reading, writing, and discussion, students analyze major currents, such as the Industrial Revolution, the New South, World Wars, the 1960s, and the Cold War. They also study major personalities, including John Rockefeller, Eugene Debs, Jane Addams, Franklin Roosevelt, Martin Luther King, Jr., and John F. Kennedy, from Reconstruction to the present.

- HIS 110                      Global History                      3 Semester Hours**  
This course introduces students to a global perspective on history by: (1) examining the role of culture in individual and social behavior in various world civilizations; (2) comparing major civilizations as a whole and with regard to key features such as government, economic institutions, and culture; and (3) describing how the major civilizations have changed and interacted, particularly in the past few centuries.
- HIS 210                      European Renaissance and Reformation History                      3 Semester Hours**  
This course provides a broad overview of the major cultural, political, and social changes in Early Modern Europe. Topics covered in the course include the Italian Renaissance, the Northern European Renaissance, the Scientific Revolution, the rise of absolutist monarchs and the formation of nation states, the Reformation and Catholic Reformation, the Commercial Capitalist Revolution, European colonization and imperialism, and the Glorious Revolution.
- HIS 211                      Humans and the Environment in Antiquity                      3 Semester Hours**  
Why is the area once called Eden now a desert? How did Stone Age farming practices strip Greek mountains of their topsoil? Did earthquakes play a significant role in the collapse of civilizations at the end of the Mediterranean Bronze Age? Were Roman attempts to shape and control their environment successful? This course addresses these questions and others in an interdisciplinary introduction to the development of ancient Near Eastern and Mediterranean urban centers and their lasting impact on the environment.
- HIS 215                      The History of 18<sup>th</sup> and 19<sup>th</sup> Century Europe                      3 Semester Hours**  
This course provides a broad overview of the major cultural, political, and social changes associated with the emergence of Modern Europe. Topics covered in the course include the Enlightenment, Enlightened Despotism, the French Revolution and Napoleon, the Industrial Revolution, and 19<sup>th</sup> century European Imperialism.
- HIS 220                      United States Legal and Constitutional History                      3 Semester Hours**  
This course provides a broad overview of the foundations of U.S. constitutional law, including a brief survey of Roman, Medieval, and British common law antecedents. Through readings, research, discussion, interaction, and simulation, students analyze the origins, content, and interpretation of the U.S. Constitution. Special attention is paid to the Bill of Rights, the growing independence of the Supreme Court, and the impact of constitutional decisions on such public/private issues as discrimination, abortion, sexuality, and school prayer.
- HIS 222                      Industrialization of America: 1877-1920                      3 Semester Hours**  
The mine shaft, railroad switch yard, urban tenement house, and mill floor provide a few of the compelling images of turn of the century America. Placing these and other images in historical context, this course undertakes an examination of the price of progress. Robber barons, wage workers, immigrants, and reformers struggled to see whose vision of America would prevail in the 20<sup>th</sup> century. Using a variety of media (historical analyses, letters, diaries, music, art, and photographs) students analyze and evaluate important social and cultural topics.
- HIS 224                      United States History Since 1945:  
The Historical Context of Generation X                      3 Semester Hours**  
A study of the major political events and social movements in the United States since World War II. The course examines the Cold War, McCarthyism, the Civil Rights Movement, the Vietnam War, student protests of the 1960s, the counterculture movement of the 1970s, the Women's Movement, Watergate, the Reagan Revolution, environmental politics, and the rise of a global economy. Film, oral history, and primary sources from the periods studied play major roles in this course.



**HIS 225                      United States African American History                      3 Semester Hours**

A study of the major themes in African-American history from 1607 to the present, this course utilizes race as a tool for analysis. Topics covered include major themes, such as slavery, the Civil War, the Harlem Renaissance, and the Civil Rights movement, as well as prominent biographies, such as Sojourner Truth, Ida B. Wells-Barnett, W.E.B. Dubois, Malcolm X, Martin Luther King, and Fannie Lou Hamer.

**HIS 250                      History of Ancient Greece                      3 Semester Hours**

This course provides an introduction to the profoundly influential history of ancient Greece. It provides an historical context for such important developments as the origin of democracy, tyranny, imperialism, international diplomacy and law, the invention of coined money, competitive sports, human rights, and other innovations in art, architecture, drama, and literature that remain basic cornerstones of Western culture.

**HIS 251                      History of Ancient Rome and  
the Roman Empire                      3 Semester Hours**

This course provides an introduction to antiquity's greatest empire and its powerful influence in the subsequent history of the West. Topics discussed include the foundation of Rome and its archaic history, the evolution from rule by kings to republican government, the wars of expansion, the rise of uncontrollably ambitious military leaders, the rule of emperors, the zenith of the Roman Empire, the challenges of Christianity within and barbarians without, and the final division and dissolution of the empire.

**HIS 252                      Greek and Roman Law                      3 Semester Hours**

HIS 252 introduces the law and the legal systems of ancient Greece and Rome. Along with the study of the distinctively different historical development of Greek and Roman law, students examine actual cases and discuss the underlying legal issues of such famous cases as the Athenian trial of Socrates for impiety, the Roman Republican homicide trial of Caelio, and the provincial trial of Jesus of Nazareth for subversion.

**HIS 302                      Environmental History                      3 Semester Hours**

Human beings have always modified their environment; but the scale of human activity has increased steadily since about 1700. Rapid technological change has provided the means for increased development of a world economy and larger nation-states. The result has been that environmental impacts have moved from a limited local and regional focus to becoming more global in recent decades. This course puts the increasing environmental effects of human values and culture into historical context. Students also research the environmental changes in a distinct bio-region or smaller place. Prerequisite: HIS 102, HIS 104, or permission of instructor.

**HIS 303                      History of Modern Science to 1800                      3 Semester Hours**

This course engages science and non-science students in a discussion of the nature of modern science and its relationship to society by focusing on the origins of modern science. The goal of the course is to introduce students to the major conceptual developments in science from the Scientific Revolution through the Enlightenment so that students gain an appreciation for the philosophical, social, and cultural contexts that have shaped science and defined the role of the scientist in the modern world. Prerequisite: HIS 102 or permission of instructor.

**HIS 304                      History of Modern Science 1800 to the Present                      3 Semester Hours**

This course engages science and non-science students in a discussion of the nature of modern science and its relationship to society in the nineteenth and twentieth centuries. The goal of the course is to introduce students to the major conceptual developments in science in the past two hundred years so that students gain an appreciation for the philosophical, social, and cultural contexts that have shaped science and defined the role of the scientist in the modern world. Prerequisite: HIS 102 or permission of instructor.

**HIS 311                      The Social and Political History of 20<sup>th</sup> Century Europe: The Emergence of a Unified Europe                      3 Semester Hours**

Instead of presenting the history of Europe through the political prism of the nation- state, this course historically examines transnational social and political developments in 20<sup>th</sup> century Europe. This course also critically examines recent attempts to construct a unified Europe through such integrating mechanisms as the European Economic Community (EEC), the European Currency Unit (ECU), and the European Union (EU). Prerequisite: HIS 102 or permission of instructor.

**HIS 312                      20<sup>th</sup> Century European Cultural and Intellectual History: The Emergence of a Postmodern Culture                      3 Semester Hours**

This course examines transnational cultural and intellectual trends in 20<sup>th</sup> century Europe. The tendency toward homogeneity and the influence of the U.S. culture on European popular culture are explored along with trends in European academia. In particular, this course focuses on the transition from modernism to postmodernism in European academia by looking at such writers as Whitehead, Wells, Foucault, LeviStrauss, and Derrida. Prerequisite: HIS 102 or permission of instructor.

**HIS 323                      History of Southeastern Native Americans                      3 Semester Hours**

Beginning with a broad introduction to prehistoric Native culture, this course emphasizes the historical era experiences of southern native Americans. Topics include the Spanish conquistadors, the Columbian exchange, missionary movements, the early Indian wars, the Trail of Tears, civilization programs, boarding schools, the Indian New Deal, the American Indian Movement, and the Indian Renaissance. Primarily a reading and discussion seminar. Prerequisite: HIS 103, HIS 104, or permission of instructor.

**HIS 353                      U.S. Women’s History                      3 Semester Hours**

This class explores the gender issues that have shaped American history, from Native American women in the pre-colonial era to the modern feminist movement. Students will discuss the shifting nature of gender from Pocahontas and Abigail Adams to Margaret Sanger and Rosie the Riveter. This is a reading and discussion seminar, which includes substantial exploration of primary documents. Prerequisite, HIS 103, HIS 104, or permission of instructor.

**HIS 354                      History of the Southern United States                      3 Semester Hours**

This course takes a probing look at the myths and realities of the colonies and states that would become the Confederate States of America and eventually the New South. This is a reading and discussion seminar that will look at the development of Southern political and economic systems, slavery, the Civil War, Reconstruction, segregation, the creation of Appalachia, and the southern movement for Civil Rights. Substantial contact with primary sources and material culture will help students look at the competing ideas of what it means to be a southerner. Prerequisite: HIS 103, HIS 104, or permission of instructor.

**HIS 355                      North Carolina History                      3 Semester Hours**

Although North Carolina history is largely a readings course, it surveys state history from the colonial period to the present. We will explore the tensions between New South, Old South and Sunbelt through such topics as the Catawba Indians, the Roanoke Colony, the Regulator movement, Battle of Kings Mountain, slavery, Zebulon Vance, segregation, the tobacco empire, cotton mills, the Greensboro Sit-ins, Jesse Helms, Harvey Gant, and Grandfather Mountain. A readings, discussion, and research class, North Carolina History will devote substantial time to individual student presentations and guest speakers. Prerequisite: HIS 103, HIS 104, or permission of instructor.

**HIS 401                      Historiography                      3 Semester Hours**

Through discussion and reading, students explore major issues in the philosophy of history and examine the nature and history of historical writing (historiography). The goal of this course is to help young historians develop their own philosophy of history by studying the major schools of historical thought. Prerequisite: junior status and history major.



**HIS 402                      Historical Methodology                      3 Semester Hours**  
Through discussion, reading, and practical research and writing exercises, students explore the major methodological issues in historical writing. The goal of this course is for students to actively engage in the practice of doing history. Prerequisite: HIS 401.

**HIS 420                      Special Topics in American History                      Variable credit**  
This course allows students to probe more deeply into a specialized topic in U.S. history. Topics may be broadly focused (race or gender) or narrowly focused (the Great Depression or the Populist Movement). Prerequisite: HIS 104 or permission of instructor.

**HIS 430                      Special Topics in European History                      Variable credit**  
This course allows students to probe more deeply into a specialized topic in European history. Topics may be broadly focused (race or gender) or narrowly focused (the Holocaust or the Enlightenment). Prerequisite: HIS 102 or permission of instructor.

**HUMANITIES (HUM)**

**HUM 290/390      Special Topics in Humanities                      3 Semester Hours**  
Periodically, individual faculty members from the Humanities Division, teaching teams of faculty members from various divisions of the college, or visiting faculty members will offer a special course on a distinctive, interdisciplinary topic. Prerequisite: permission of instructor. Students of junior standing or higher may pursue additional research assignments in order to take the course at the 390-level. The course may be taken for credit more than once, provided the focus differs each time.

**HUM 461                      Humanities Research Methodologies                      3 Semester Hours**  
This course is primarily intended to assist English majors and Religious Studies majors in developing the skills necessary to design, implement, report and defend senior projects. With the help of a teaching team drawn from various academic fields, students will hone techniques in generating ideas, refining theses, planning and carrying out research, evaluating sources and documenting them in accordance with discipline-specific norms, writing in multiple genres, and presenting material orally in both formal and extemporaneous contexts. The course is required of majors in English and Religious Studies. It is open to other students at the junior/senior level with permission of instructor

**INFORMATION TECHNOLOGY (IT)**

**IT 201                      Fluency in Information Technology                      3 Semester Hours**  
This course introduces students to the multiple applications of the Internet as tools for promoting communication, data sharing, discussion, and research. It provides a framework for understanding the societal, ethical, and legal considerations including intellectual property and copyright issues associated with this technology. Students will develop a working knowledge of how to analyze and differentiate among the various electronic resources to address cross disciplinary information needs. Students will also be introduced to the basics of web programming and design. Prerequisite: Demonstrated Computer Competency (test and/or IT 100). Co-requisite: BCE 110.

**IT 210                      Advanced Computing Applications                      3 Semester Hours**  
An advanced computer course providing a technical and conceptual background for recognizing the role of computer information resources in enhancing organizational processes. Class structure stresses extensive hands-on experience to plan, analyze, design, develop, and test solutions utilizing software applications found in an integrated software program. Prerequisite: Demonstrated Computer Competency (test and/or IT 100).



- IT 211 Introduction to Computer Programming I 3 Semester Hours**  
An introduction to programming and problem solving using a high-level programming language. Emphasis will be on program design, algorithm development and good programming habits and techniques. This introductory computer course will examine historical and current trends and applications in computer utilization, hardware and software. In addition, the social implications of computers are addressed. Prerequisite: MAT 100.
- IT 212 Introduction to Computer Programming II 3 Semester Hours**  
**IT 212L Lab 1 Semester Hour**  
A continuation of IT 211 with emphasis on program design and testing. Prerequisite: IT 211. Corequisite: IT 212L
- IT 300 Systems Analysis and Design 3 Semester Hours**  
The course introduces and familiarizes students with the five phases of the computer information systems life cycle: planning, analysis, design, implementation, and operations and support. A significant component of student course work entails analysis and evaluation of existing organizational information systems through case studies and student projects. Prerequisite: IT 210 or permission of instructor.
- IT 310 Management Information Systems 3 Semester Hours**  
This course introduces students to the role of management information systems and their strategic use in the organizational environment. Topics discussed include fundamentals of computer communications and data management, system analysis and design, practical organization and supervision of information system resources, decision support systems, artificial intelligence, and expert systems, as well as the security, legal, and ethical issues associated with the technology. Prerequisite: IT 210 or permission of instructor.
- IT 320 Special Topics in Information Technology 3 Semester Hours**  
This course allows students to investigate the utilization and management of computer resources at a more advanced level, with greater emphasis on capitalizing organizational opportunities. Selected topics may include electronic commerce, advanced website management, and network administration. Prerequisites: IT 210 and IT 220 or permission of instructor.
- IT 330 Web Programming and Design 3 Semester Hours**  
This course provides students the opportunity to explore the languages and tools used in the evolving world of Internet and World Wide Web Programming. Principles of control structures, object-based programming and various markup languages (HTML, XHTML) and scripting languages (JavaScript) as well as other emerging languages will be included. This course examines the architecture of web systems, the attributes of a good web site, and tools for web site enhancement: multimedia, video streaming, creative linking, and action graphics. Prerequisites: fulfillment of computer competency, junior status, or permission of the instructor.
- IT 340 Database Management 3 Semester Hours**  
IT 340 provides a comprehensive study of database concepts and skills with emphasis on organizational applications. Students learn the essentials of database planning, processing, design, implementation, and administration. They achieve hands-on experience in design and implementation using a current database management system. Prerequisite IT 210 or permission of instructor.
- IT 350 Small Business Computer Applications 3 Semester Hours**  
The course offers a study of computer technology in a small business setting. The course emphasizes functional usage of popular computer software for managing accounting and financial procedures as well as concepts of electronic marketing. Prerequisite: IT 101 and ACC 201 or permission of the instructor.

IT 360	Data Structures	3 Semester Hours
IT 360L	Lab	1 Semester Hour

A study of data organization using lists, stacks, queues, linked lists, trees, and tables. Analysis of algorithm efficiency sorting, searching, and recursive techniques are explored. Prerequisite: IT 212/IT 212L: Corequisite: IT 360L.

IT 370	Computer Architecture	3 Semester Hours
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Principles of computer organization including data representation, number systems, binary arithmetic, Boolean algebra, digital logic design, combinational and sequential circuits, registers, processor components, program control, assembly language programming, microprogramming, and stored programs. Computer hardware and LAN hardware are covered. Peripherals and hardware installation are also included. Prerequisite: IT 211.

**INTEGRATED STUDIES (INT)**

INT 460	Integrated Studies Seminar	1 Semester Hour
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Through discussion and reading, students explore major issues in fields of study with the intent of understanding the courses and experiences in the emphasis areas. Students demonstrate interdisciplinary ability, critical thinking, and problem solving by presenting and discussing a project such as a senior thesis. Prerequisites: senior status and integrated studies major.

INT 480	Senior Project	3 Semester Hours
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In consultation with advisors, integrated studies majors write a senior paper or project. The length and breadth of the project/paper will vary according to the subject chosen. The project/paper also will be presented in a seminar format (INT 460). Prerequisite: senior status and integrated studies major.

**LATIN (LAT)**

LAT 101	Latin I	4 Semester Hours
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This course introduces students to Latin. Since Latin is a written rather than a spoken language today, students focus on introductory vocabulary, grammar and translation.

LAT 102	Latin II	4 Semester Hours
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This course continues the study of first-year Latin with further lessons in Latin vocabulary, grammar and translation. Prerequisite: placement, or LAT 101 with a grade of C- or higher.

**LEARNING SKILLS (LSK)**

LSK 101	Becoming a Master Student	3 Semester Hours
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This course offers a survey of psychological theory and technique that facilitates and enhances the personal growth and development of individuals in late adolescence and early adulthood. Emphasis is given to change theory, personality theory, learning theory, cognitive development, cognitive processes of creativity and memory, communication theory, and biological development. Techniques that apply these theories are practiced including journaling, decision making, goal setting, time management, memorization, reading, note taking, test taking, stress management, creativity, health management, relationship building, budgeting, career planning, and problem solving. Prerequisite: placement or permission of instructor.

## MATHEMATICS (MAT)

### **MAT 101            Elementary Functions**

**3 Semester Hours**

Functional notation and manipulations; graphs and properties of algebraic, exponential, and logarithmic functions; elementary applications of these functions; inequalities; and absolute value. This course serves as preparation for MAT 131 and MAT 141 but not MAT 211. Prerequisite: MAT 100 (with grade of C- or higher) or placement.

### **MAT 111            Topics in Mathematics**

**3 Semester Hours**

A survey of topics designed to emphasize an appreciation for mathematics. MAT 111 ties together underlying themes of various mathematical disciplines. Topics include: history of mathematics, logic set theory, geometry, selected topics from the mathematics of finance, abstract mathematical systems, and others. This course can serve as prerequisite for MAT 141 but not MAT 131. Prerequisite: MAT 100 (with grade of C- or higher) or placement.

### **MAT 121            Elementary Functions with Trigonometry**

**4 Semester Hours**

Concepts and manipulations of inequalities, absolute value, and functions of one variable: linear, quadratic, absolute value, polynomial, rational, exponential, logarithmic, and trigonometric functions; and introduction to analytic geometry. MAT 121 serves as preparation for MAT 131 and MAT 211. Algebraic and pictorial points of view are stressed simultaneously. Prerequisite: MAT 100 (with grade of C- or higher), or placement.

### **MAT 131            Calculus for Business and the Applied Sciences**

**3 Semester Hours**

Functional notation and manipulations; limits; differentiation and integration of algebraic, exponential, and logarithmic functions. Emphasis is on concepts and applications. Prerequisite: MAT 101 or 121 (with grade of C- or higher), or placement.

### **MAT 141            Probability and Statistics**

**3 Semester Hours**

Introduction to basic statistical concepts: analysis and inference, elementary probability theory, random variables (discrete and continuous), summarization of data, sampling theory, interval estimation, hypothesis testing, regression, and correlation. Examples drawn from disciplines of common interest to a variety of students. Prerequisite: MAT 101, MAT 111, or MAT 121 (with grade of C- or higher), or placement.

### **MAT 200            Discrete Mathematics**

**3 Semester Hours**

An introduction to the basic techniques of problem solving in discrete mathematics, including logic, set theory, relations and functions, counting principles, recurrence relations, and mathematical induction. Applications of these topics to computer science, population dynamics, and scheduling are included. Prerequisite: MAT 101 or MAT 121.

### **MAT 211            Analytic Geometry and Calculus I**

**4 Semester Hours**

Study of analytic geometry of the line and circle, functions, limits and continuity, differentiation of algebraic functions and applications, antiderivatives, and the definite integral and its application to area and volume. Prerequisite: MAT 121 (with grade of C- or higher), or placement

### **MAT 221            Analytic Geometry and Calculus II**

**4 Semester Hours**

Applications of the integral, transcendental functions and their derivatives, introduction to differential equations, techniques of integration, improper integrals and indeterminate forms, and infinite series. Prerequisite: MAT 211 (with grade of C- or higher) or placement.



**MAT 231                      Analytic Geometry and Calculus III                      4 Semester Hours**  
Calculus of several variables; plane and solid analytic geometry; parametric equations; vectors and vector functions; non-Cartesian coordinate systems; partial differentiation; multiple integration; and introduction to theorems of vector calculus. Prerequisite: MAT 221 (with grade of C- or higher).

**MAT 341                      Linear Algebra                      3 Semester Hours**  
Simultaneous linear equations; vectors; matrices; vector spaces; linear transformations; determinants; and eigenvalues. Prerequisite: MAT 211 (with grade of C- or higher) or permission of instructor.

**MAT 351                      Differential Equations                      3 Semester Hours**  
Solution techniques for first order ordinary differential equations; second order linear differential equations and linear systems; series solutions; and Laplace transforms. Prerequisite: MAT 221.

**MAT 361                      Modern Algebra                      3 Semester Hours**  
Basic algebraic structures; a review of set theory; equivalence relations; theory of groups, rings, integral domains, and fields; quotient structures; homomorphisms; rational, real, and complex fields; and polynomial rings. Prerequisite: MAT 341.

**MAT 411                      Real Analysis                      3 Semester Hours**  
A study of the real numbers including some topology of the real line; sequences and series; continuity, differentiation, integration, and sequences and series of functions. Prerequisites: MAT 231 and MAT 341.

**MAT 412                      Complex Variables                      3 Semester Hours**  
Algebra, topology, and geometric representation of complex numbers; analytic functions of a complex variable, including integration, Taylor and Laurent series, residues, and an introduction to conformal mapping. Prerequisite: MAT 231 and MAT 351, or permission of instructor.

**MAT 415                      Special Topics in Mathematics                      3 Semester Hours**  
A study of selected areas not listed in the catalog as named courses. The topics will be chosen from among the history of mathematics, partial differential equations, Fourier analysis, number theory, general topology, and geometry. Prerequisites: MAT 231, MAT 341, and permission of instructor.

**MAT 450                      Math Seminar                      1 Semester Hour**  
Written and oral presentations by students of the results of extensive research on advanced topics selected by the faculty and students. Prerequisite: permission of instructor.

## **MUSIC (MUS)**

**MUS 101                      Music Appreciation                      3 Semester Hours**  
MUS 101 introduces students to important styles and periods of music history, promoting careful listening and appreciation of music for enjoyment and cultural purposes. Occasionally, some sections of the course focus on topics such as American music, musical theatre, or world music. Not open to music majors.

**MUS 103                      Harmony I                      3 Semester Hours**  
Harmony I explores basic acoustics, melodic structure, triads, and seventh chords with inversions, and non-chord tones, among other things. Corequisite: MUS 105.

- MUS 104**                      **Harmony II**    **3 Semester Hours**  
Harmony II gives students basic studies in first species counterpoint, principles of four-part voice leading, dominant and leading tone chords, secondary chord functions, and form. Prerequisite: MUS 103; Corequisite: MUS 106.
- MUS 105**                      **Sight-Singing and Dictation I**    **1 Semester Hour**  
Sight Singing and Dictation I provides students with methodology and basic skills for learning sight singing and musicianship skills. Using solfege as an instructional vehicle, the students sing major and minor scales, and melodies with intervals up to a fourth in treble and bass clef. Basic harmonic progressions focus on simple cadential formulae, and the student performs basic two-part sing-play exercises. Rhythmic subdivision up to 16<sup>th</sup> notes and 8<sup>th</sup> note triples are explored. Memorization and note-name transposition of melodies is begun. Dictation as a regular drill is done in the computer lab. Corequisite: MUS 103.
- MUS 106**                      **Sight-Singing and Dictation II**    **3 Semester Hours**  
Sight Singing and Dictation II extends the initial concepts through modal scales, extended harmonic progressions, chordal inversions, melodic singing with intervals up to a sixth, further work in bass and treble clef, transposition, two-part sing-play exercises, and compound rhythms. Corequisite: MUS 104.
- MUS 107**                      **Introduction to Music Literature**    **3 Semester Hours**  
An introduction to the basic elements of music, MUS 107 also concentrates on musical forms, terminology, instruments, and historical eras of music. Examples within each unit are drawn from non-Western as well as Western culture.
- MUS 108**                      **Vocal Diction I**    **1 Semester Hour**  
Required of all voice majors, MUS 108 initiates students into the use of the international phonetic alphabet and symbols; pronunciation and diction for singing in English and Italian. Offered every other year in fall semester.
- MUS 109**                      **Vocal Diction II**    **1 Semester Hour**  
A continuation of MUS 108, this course emphasizes pronunciation and diction for singing in French and German. Required of all voice majors. Offered every other year in spring semester. Prerequisite: MUS 108.
- MUS 120**                      **Preliminary Piano Class**    **1 Semester Hour**  
Exposure to and practice in keyboard technique, theory, sight reading, transposition and repertoire. Designed for music majors whose primary instrument is not piano or organ.
- MUS 121**                      **Class Piano I**    **1 Semester Hour**  
Continued exposure to and practice in the keyboard technique, theory, sight reading, transposition, and repertoire. Designed for music majors whose primary instrument is not piano or organ. Prerequisite: MUS 120, placement, or permission of Director of Keyboard Studies.
- MUS 123**                      **Class Piano II**    **1 Semester Hour**  
Continued exposure to and practice in keyboard technique, theory, sight reading, transposition and repertoire, culminating in the Piano Proficiency Exam. Successful passing of the Piano Proficiency Exam is required of all music majors. Prerequisite: MUS 121, or permission of Director of Keyboard Studies.

<b>MUS 184</b>	<b>Composition I</b>	<b>2 Semester Hours</b>
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MUS 184 provides students with the practical studies of techniques needed for coherent expression in creative work. They develop the techniques of writing and engage in a detailed study of pitch and rhythmic procedures. Prerequisite: MUS 104.

<b>MUS 185</b>	<b>Composition II</b>	<b>2 Semester Hours</b>
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In this course, students continue the work begun in MUS 184. Their work culminates in pieces in small forms. Prerequisite: MUS 184.

<b>MUS 200</b>	<b>Electronic Music</b>	<b>1 Semester Hour</b>
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Instruction is offered in the use of MIDI programs, Vision DSP, Finale, and the Max interactive music program. The studio is equipped with a Macintosh G3 computer, an Alesis QS6 keyboard, a DAT machine, and an Akai sampler, among others. Open to all students with the permission of instructor.

<b>MUS 201</b>	<b>Jazz History</b>	<b>3 Semester Hours</b>
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A study of the origins of jazz, this course looks closely at the varied styles and techniques in the history of the form. Students also develop refined listening skills. Open to all students.

<b>MUS 202</b>	<b>World Music and Culture</b>	<b>3 Semester Hours</b>
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MUS 202 introduces students to the music of cultures outside of the Western European Classical tradition. Music-cultures studied may include Japan, India, West Africa (Ghana/Togo), South Africa/Zimbabwe, Indonesia, and Native American cultures (Navajo and Iroquois). Students will experience non-western musical traditions through listening to musical examples, reading required texts, watching videos, and learning to play instruments from other cultures. Open to all students.

<b>MUS 203</b>	<b>Harmony III</b>	<b>3 Semester Hours</b>
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Harmony III explores form, contrapuntal procedure, and provides the student with an introduction to chromatic harmony. Prerequisite: MUS 104; Corequisite: MUS 205.

<b>MUS 204</b>	<b>Harmony IV</b>	<b>3 Semester Hours</b>
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Harmony IV continues the discussion of form, contrapuntal procedures, chromatic harmony, and includes an introduction to contemporary compositional practices. Prerequisite: MUS 203; Corequisite: MUS 206.

MUS 205      Sight Singing and Dictation III      1 Semester Hour

Sight Singing and Dictation III builds on concepts and skills of the previous two semesters including modal transformation of melodies, harmonic sing-play (the student divides and sings the inner voices of short harmonic progressions), and harmonic singing including simple chromatically altered chords. Melodic singing including intervals up to a seventh, two-part rhythm exercises in a variety of meters, harmonic and melodic dictation. Alto and tenor clefs are introduced. Corequisite: MUS 203.

MUS 206      Sight Singing and Dictation IV      1 Semester Hour

Sight Singing and Dictation IV challenges the student with extensive melodic memorization, harmonic singing and hearing of secondary dominate and leading tone chords. Extended two-part sing-play exercises and canons are offered along with melodic/harmonic modulation, alto and tenor clef reading, melodic singing with intervals up to a 10<sup>th</sup>, further memorization and transposition of melodies, modal transformation, and dictation of the harmonies and melodies commensurate with the given exercises. Corequisite: MUS 204.

<b>MUS 207</b>	<b>Jazz Theory/Improvisation</b>	<b>3 Semester Hours</b>
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A study of jazz in theory (scales, harmony, chord symbols and chord progression) and practice (performance laboratory in which students practice improvisatory techniques in various jazz styles). Prerequisite: MUS 104 or permission of instructor.



- MUS 209**                      **Comparative Studies in Music:**                      **3 Semester Hours**  
This is a comparative study of the music of a selected group of composers, e.g. the Viennese classicists, within the cultural-historical context of the era. Not offered regularly.
- MUS 210**                      **Brass Methods**                      **1 Semester Hour**  
This course offers class instruction in basic brass instruments, including performance, pedagogy, and literature for public school instruction.
- MUS 211**                      **Woodwind Methods**                      **1 Semester Hour**  
Students receive class instruction in basic woodwind instruments, including performance, pedagogy, and literature for public school instruction.
- MUS 212**                      **Percussion Methods**                      **1 Semester Hour**  
This course offers class instruction in basic percussion instruments, including performance, pedagogy, and literature for public school instruction.
- MUS 213**                      **String Methods**                      **1 Semester Hour**  
This course offers class instruction in basic string instruments, including performance, pedagogy, and literature for public school instruction.
- MUS 214**                      **Vocal Methods**                      **1 Semester Hour**  
A concentrated study of vocal/choral pedagogy and its application to music education with emphasis on vocal production, vocal instruction, the adolescent voice, literature standards, rehearsal efficiency, program selection and a review of selected resources.
- MUS 234**                      **Non-Degree Recital**                      **0 Semester Hour**  
Students perform a public non-degree recital, planned in conjunction with the student's applied teacher and the major music coordinator. The student is responsible for program preparation, publicity, and technical support, again under the supervision of the applied teacher. Information, guidelines, and forms are available in the music office. There is a fee for this course.
- MUS 301/302**                      **Music History I/II**                      **3 Semester Hours Each**  
A survey of developments in Western music from ancient Greece to the early twentieth century, this music history sequence centers upon major historical periods and the lives and thoughts of representative composers. Illustrated lectures include style analysis, prescribed listening, and reading. Prerequisite: MUS 204, 107, or permission of instructor.
- MUS 303**                      **Twentieth Century Music**                      **3 Semester Hours**  
A survey of compositional techniques and musical styles of the 20<sup>th</sup> century. Score study, analysis, primary source readings, listening, and performance are emphasized. Prerequisite: MUS 204 or permission of instructor.
- MUS 304**                      **Counterpoint**                      **3 Semester Hours**  
A study of the polyphonic techniques based on the stylistic principles of the 16<sup>th</sup> and 18<sup>th</sup> centuries, MUS 304 challenges students with analysis and written projects. Prerequisite: MUS 204 or permission of instructor.
- MUS 305**                      **Form and Analysis**                      **3 Semester Hours**  
A detailed study of the parameters of music, MUS 305 studies how they interact with the structure and style of major composers. The course also includes discussion and application of specific analytical techniques appropriate to the music and composers studied. Prerequisite: MUS 204 or permission of instructor.

<b>MUS 306</b>	<b>Orchestration</b>	<b>3 Semester Hours</b>
MUS 306 initiates students into the world of orchestral and band instruments—their range, transposition, and individual characteristics. They learn scoring of works for both standard and varied ensembles. Prerequisite: MUS 204 or permission of instructor.		
<b>MUS 308</b>	<b>Topics in Music Literature</b>	<b>3 Semester Hours</b>
In this course, students survey music literature and performance practices of a focused topic, e.g. the operas of Mozart and Verdi, through outside readings, score study, analysis, guided listening, and live performances. They discuss stylistic trends and concepts. May be repeated for credit. Prerequisite: MUS 204 or permission of instructor.		
<b>MUS 310</b>	<b>Materials and Methods for Teaching Music in the Elementary Schools</b>	<b>3 Semester Hours</b>
MUS 310 surveys the principles, methods and materials for teaching general, vocal, and instrumental music in the elementary school. The class includes field experiences. Prerequisite: EDU 202.		
<b>MUS 311</b>	<b>Materials and Methods for Teaching Music in the Middle and Secondary Schools</b>	<b>3 Semester Hours</b>
MUS 311 covers the procedures for teaching music in the middle and secondary schools, as well as philosophy and principles of both middle and secondary school music curriculum design, emphasizing organization, administration, and pedagogy for vocal and instrumental instruction. The class includes field experiences. Prerequisite: EDU 202.		
<b>MUS 312</b>	<b>Pedagogy of Applied Music</b>	<b>1 Semester Hour</b>
This course offers class instruction, which includes study of applied instrumental techniques, discussion of pedagogical concepts, and observation of instrumental lessons and classes. The course also includes student teaching observed by the instructor.		
<b>MUS 330</b>	<b>Conducting</b>	<b>3 Semester Hours</b>
In MUS 330 students learn instrumental and choral conducting techniques, theory, and practice to includes score preparation, musical styles, baton and manual techniques, rehearsal methods, and repertoire selections. Prerequisite: MUS 204.		
<b>MUS 331</b>	<b>Instrumental Conducting</b>	<b>3 Semester Hours</b>
An advanced study in manual and rehearsal techniques, this course focuses on the orchestral and symphonic wind repertoire. Areas of study includes score preparation, musical style, ear training, and the role of the conductor. There is a final conducting project. Prerequisites: MUS 204 and MUS 330. Offered infrequently.		
<b>MUS 332</b>	<b>Choral Conducting</b>	<b>3 Semester Hours</b>
Advanced study in manual and rehearsal techniques, MUS 332 emphasizes the choral and choral/orchestral repertoire. Areas of study includes General Education Requirements preparation, musical style, ear training, the role of the conductor, and vocal techniques. There is a final conducting project. Prerequisites: MUS 204 and MUS 330. Offered infrequently. Corequisite: ENS 190.		
<b>MUS 334</b>	<b>Junior Recital</b>	<b>1 Semester Hour</b>
A recital performance presented in consultation with and under the supervision of the applied teacher. The program will consist of at least 30 minutes of music. The student is responsible for program preparation, publicity, and technical support, again under the supervision of the applied teacher. A hearing examination will be held 4 weeks prior to the recital date. Information, guidelines, and forms are available in the music office. There is a fee for this course.		

<b>MUS 336</b>	<b>Church Music Literature</b>	<b>3 Semester Hours</b>
Students in MUS 336 approach a study of hymnody; anthems; large and small choral works; and organ works and their use and context within the worship service. Offered infrequently.		
<b>MUS 384</b>	<b>Composition III</b>	<b>3 Semester Hours</b>
Advanced students apply compositional techniques and forms used by composers in the various periods of music history. They write original works, perform these works in class, and discuss these works. Prerequisite: MUS 184, MUS 185, or permission of instructor.		
<b>MUS 385</b>	<b>Composition IV</b>	<b>2 Semester Hours</b>
A study of 20 <sup>th</sup> -century compositional techniques, MUS 385 approaches the writing of original works through these techniques. Class performances and discussion of student compositions form a major component of the class. Prerequisite: MUS 384 or permission of instructor.		
<b>MUS 430</b>	<b>Church Music Practicum</b>	<b>3 Semester Hours</b>
In MUS 430, students discuss the practical aspects of the vocation of church music and observe and participate in local church settings. Practical applications include techniques of recruiting, initiating new programs, budget and library management, and selection of appropriate materials. Offered infrequently.		
<b>MUS 434</b>	<b>Senior Recital</b>	<b>1 Semester Hour</b>
A recital performance presented in consultation with and under the supervision of the applied teacher. The program will consist of at least 50 minutes of music. The performer will also prepare detailed, researched program notes to be included with the printed program. The student is responsible for program preparation, publicity, and technical support, again under the supervision of the applied teacher. Program notes must be submitted 6 weeks prior to the performance. A hearing examination will be held 4 weeks prior to the recital date. Information, guidelines, and forms are available in the music office. There is a fee for this course.		
<b>MUS 484</b>	<b>Composition Recital</b>	<b>1 Semester Hour</b>
Students publicly perform original compositions, which show creativity and proficiency in writing various instrumental and vocal combinations. Students will also speak about the works that they have composed.		
<b>RCT 100</b>	<b>Music Colloquium</b>	<b>0 Semester Hour</b>
A weekly gathering of all music students and faculty for student performances, performances or presentations by visiting artists or faculty members, and meetings to discuss topics of common interest.		

## MUSIC: APPLIED (APM)

Music majors with minimal proficiency in their applied area will be required to enroll in APM 0131 before proceeding with the APM 131 through APM 333 sequence. At the end of each semester, the student must perform before a faculty jury. Based on faculty assessment of the performance, the student may be required to repeat any level of applied music, even if that student has a passing grade (D or higher). Such assessment will be based on an evaluation that the proficiency is below that required to proceed to the next level. The student will receive only institutional credit for re-enrollment in an applied music course and must complete through the 333-level with music faculty approval to graduate.



**Applied Music Sequence**

<b>Applied Major:</b>	APM 131, 133, 231, 233
	APM 331, 333, 431, 433
	2 semester-hours' credit each semester
	12 one-hour lessons per semester
<b>Electives:</b>	APM 121, 123, 221, 223
	APM 321, 323, 421, 423
	May be taken for one or two semester hours' credit each semester
	12 half-hour or one-hour lessons per semester.

**MUSIC: ENSEMBLES (ENS)**

All ensembles may be repeated for credit and are open to all interested performers in the campus community. Please read individual course descriptions to see whether an audition or permission of the instructor is required. Only 16 semester hours of ENS will be counted toward graduation for the B.A. degree.

<b>ENS 186</b>	<b>Jazz Combo</b>	<b>1 Semester Hour</b>
This small ensemble allows for more concentration on improvisation. Repertory is mostly drawn from the common practice period of jazz, including jazz standards and tunes from the American Songbook.		
<b>ENS 188</b>	<b>Guitar Ensemble</b>	<b>1 Semester Hour</b>
Rehearsal and performance of chamber music with guitar and guitar ensemble literature; students are also coached on playing accompaniments. Required of all guitarists each semester; all others with permission of instructor.		
<b>ENS 189</b>	<b>Accompanying</b>	<b>1 Semester Hour</b>
A study of technique, sight reading, preparation of literature, and practice in accompaniments of all genres. Ordinarily two hours of class per week and an assignment of two students to accompany per semester. Required of all keyboard majors each semester.		
<b>ENS 190</b>	<b>Concert Choir</b>	<b>1 Semester Hour</b>
Rehearsal and performance of exemplary choral literature from the Renaissance to the present day. Three to four concerts per year, concert tours, and appearances in local churches. Required of all voice majors each semester; all others with permission of instructor.		
<b>ENS 191</b>	<b>Chamber Chorale</b>	<b>1 Semester Hour</b>
Rehearsal and performance of chamber vocal music from the past five centuries with an emphasis on music of the Renaissance and the 20 <sup>th</sup> century. By audition only. Prerequisite: Permission of instructor. Co-requisite: ENS 190.		
<b>ENS 192</b>	<b>Vocal/Theatrical Repertory and Production</b>	<b>1 Semester Hour</b>
A performance practicum primarily for music and theater students but open to students campus-wide. Exploration of the music and theater repertoire in a staged performance setting offered during the spring semester. Repertoire may include, but not be limited to: opera, operetta, musical theater. Performance format may be either fully staged works, excerpts or a review format. Permission of instructor and/or audition required.		
<b>ENS 193</b>	<b>Symphonic Winds</b>	<b>1 Semester Hour</b>
Rehearsal and performance of standard wind and percussion music. Standard band instrumentation. Required of all wind and percussion majors each semester; all others with permission of instructor.		

<b>ENS 194</b>	<b>Jazz Ensemble</b>	<b>1 Semester Hour</b>
Rehearsal and performance of standard big band, jazz, and jazz-rock music. An audition is required.		
<b>ENS 195</b>	<b>Orchestra</b>	<b>1 Semester Hour</b>
Students may apply for regular positions with the Asheville Symphony, the Hendersonville Symphony, or other area orchestras and will receive credit for active participation. Students are responsible for their own transportation. Auditions must be arranged in cooperation with the respective orchestras.		
<b>ENS 195A</b>	<b>String Ensemble</b>	<b>1 Semester Hour</b>
Students participate in rehearsal, coaching and performance of instrumental chamber literature in combination with string instruments. Open to all students with permission of instructor. Not offered regularly.		
<b>ENS 196A</b>	<b>Brass Choir</b>	<b>1 Semester Hour</b>
The brass choir rehearses and performs transcriptions and original works from the Renaissance to the present. Open to all students with permission of instructor.		
<b>ENS 196B</b>	<b>Brass Ensemble</b>	<b>1 Semester Hour</b>
The Brass Ensemble rehearses and performs literature for the brass chamber music ensembles (quintets, quartets, trios). Open to all students with permission of instructor.		
<b>ENS 197</b>	<b>Woodwind Ensemble</b>	<b>1 Semester Hour</b>
The Woodwind Ensemble rehearses and performs woodwind chamber literature. Open to all students with permission of instructor.		
<b>ENS 198</b>	<b>Percussion Ensemble</b>	<b>1 Semester Hour</b>
ENS 198 offers credit for rehearsal and performance of music for the percussion ensemble. Open to all students with permission of instructor.		

**ORGANIZATIONAL LEADERSHIP (ORG)**

<b>ORG 103</b>	<b>Critical and Practical Reasoning</b>	<b>3 Semester Hours</b>
An introduction to the meaning of deductive and inductive reasoning, the various forms of fallacy and an application of reasoning to a variety of areas in social, political and economic life and world view are presented in this course. Corequisite or Prerequisite ENG 111.		
<b>ORG 110</b>	<b>Introduction to Business: Inside and Out</b>	<b>3 Semester Hours</b>
This course is designed to provide students with a foundation in the understanding of personal, professional, and corporate business. The course will provide opportunity to explore investment opportunities and risks, ethical problems of both consumers and producers, marketing and advertising, management principles, career opportunities, legal constraints in the business world, and personnel issues. Corequisite or Prerequisite: ENG 111.		
<b>ORG 150</b>	<b>Principles of Sport and Event Management</b>	<b>3 Semester Hours</b>
This course is an overview of management principles as they apply to the sport and/or event industries. Areas emphasized include program evaluation, competencies, ethics, historical foundation, current industry trends, and career opportunities.		

- ORG 205**
**Business Communications**
**3 Semester Hours**

This course focuses on the power and politics of effective communication, both verbal and non-verbal, within organizations. Each student will participate as a member of a hypothetical management group and will study techniques of communicating both good news and bad news through written memoranda, reports, executive summaries, email, resumes, letters; and oral presentation. Understanding of audience sensitivity, group communication and active listening will be demonstrated through simulations and direct experiences.
- ORG 210**
**Organizational Behavior**
**3 Semester Hours**

This course will explore the concepts, theories, and research in organizational behavior in order to develop a comprehensive framework for understanding the importance of effective leadership in promoting an organization's mission. An understanding of the complexities of person-situation interaction in formal organizations will be addressed through discussions, case materials, simulations and direct experiences.
- ORG 240**
**Introduction to Business Statistics**
**3 Semester Hours**

Introduction to basic statistical concepts and data analysis as applied to problems in business and economic statistics. An emphasis will be given to making business decisions and fostering statistical analysis merged with managerial planning for decision-making under uncertainty. Prerequisites: MAT 101, MAT 111, or MAT 121 (with grade of C or higher), or placement, and IT 101. MAT 141 is highly recommended.
- ORG 250**
**Facility and Event Management**
**3 Semester Hours**

Planning, design, financing, administration, and risk management functions associated with managing assembly sporting facilities are examined. Prerequisites: EXSC/ORG 150 or permission of instructor.
- ORG 301**
**Principles of Finance**
**3 Semester Hours**

A study of the principles and practices involved in the organization and administration of the financial resources of business is the basis of this course. Emphasis will be placed on cash flow, capital budgeting, and capital structure relating to a variety of business settings.
- ORG 302**
**Principles of Marketing**
**3 Semester Hours**

ORG 302 provides a background in the principles and practices involved in the organization and implementation of marketing. Students learn to define and reach markets, plan and implement strategies relevant in a variety of business settings. Prerequisite: junior status, or permission of instructor.
- ORG 303**
**Principles of Management**
**3 Semester Hours**

In ORG 303 students learn about the coordination of human and other resources to achieve organizational goals. The focus is on effective management practices that can be applied to business, government, health care, service, and social organizations. Prerequisite: junior status, permission of instructor, ORG 103, or ORG 110.
- ORG 304**
**The Legal Environment of Business**
**3 Semester Hours**

An overview of the legal system for those in business, this course introduces students to courts and litigation, administrative agencies, labor/management relationships, antitrust law, consumer protection, laws regulating employment, and environmental law. Prerequisite: junior status, permission of instructor, ORG 103 or ORG 110.
- ORG 305**
**Business Ethics**
**3 Semester Hours**

This course emphasizes theory of ethics from different philosophical schools of thought. Ethical dilemmas, values, and traditions are examined through questioning and determination of solutions. Case studies are emphasized and individual research is expected. Prerequisite: junior standing, ORG 103, ORG 110, or permission of instructor.



<b>ORG 306</b>	<b>Investment and Personal Financial Planning</b>	<b>3 Semester Hours</b>
This course introduces the theory and application of basic financial planning concepts with focus on long-term investment strategies designed to accumulate and protect wealth, with the goal of achieving financial independence. Stocks, bonds, mutual funds and real estate investments will be discussed as well as the importance of diversification, asset allocation, risk tolerance and age in the development of an optimum portfolio. Other topics examined include personal financial statements, budgets, taxes, retirement planning, estate planning, insurance, opportunity costs and the time value of money. Prerequisite: ORG 301 or permission of instructor.		
<b>ORG 310</b>	<b>Free Enterprise and the New Economic Age</b>	<b>3 Semester Hours</b>
To gain an understanding of major economic transformation, students examine the social and demographic impacts of these changes, and consider how capitalism has changed in recent decades. Prerequisite: junior status or permission of instructor.		
<b>ORG 320</b>	<b>International Business</b>	<b>3 Semester Hours</b>
This course focuses on the global economy, the dynamics of cultural and social interactions in the international arena, and the legal, financial, and cultural aspects of international trade. Prerequisite: junior status or permission of instructor.		
<b>ORG 330</b>	<b>Entrepreneurship</b>	<b>3 Semester Hours</b>
This course examines the financial, marketing, and physical resources of a new venture and the approach of successful entrepreneurs. Prerequisite: junior status or permission of instructor.		
<b>ORG 340</b>	<b>Statistical Process Control</b>	<b>3 Semester Hours</b>
This course explores the role of data in management: the collection, analysis and interpretation of data in business and industrial contexts, operational definitions, the construction of control charts, and the meaning of tampering with a system. Students will be expected to develop tools for the analysis of both quantitative and qualitative data. Prerequisite: junior status or permission of instructor.		
<b>ORG 350</b>	<b>Public Relations and Marketing in Sport and Event Management</b>	<b>3 Semester Hours</b>
This course emphasizes the building and management of positive relationships with the community and the media. Examines public opinion and research, management of public relation tools and resources, and ethics. Prerequisite: EXSC/ORG 250 or permission of instructor.		
<b>ORG 360</b>	<b>Selected Topics in Management</b>	<b>3 Semester Hours</b>
Through discussion and reading, students will explore major issues in management as they apply to principles of organizational development and process. The "changing-topic" course will help students develop their own philosophies of management based on theory, research, critical thinking, and practical application in areas of interest. Prerequisite: junior status or permission of instructor.		
<b>ORG 390/490</b>	<b>Special Topics Seminars</b>	<b>Variable Credit (1-3)</b>
These seminars provide the perspectives of invited corporate and small business leaders. The students engage in in-depth discussions with the leaders both in and out of class.		
<b>ORG 410</b>	<b>Organizational Theory</b>	<b>3 Semester Hours</b>
This course introduces students to the system theory of economic entities; the study of different kinds of businesses; and an examination of how organizations interact with the environment. Prerequisite: junior status or permission of instructor.		

<b>ORG 420</b>	<b>Transformational Leadership</b>	<b>3 Semester Hours</b>
This course helps students understand the characteristics of effective leaders, how leaders create vision, and how they move their operations forward. Prerequisite: junior status or permission of instructor.		
<b>ORG 430</b>	<b>Quality, Productivity and Management</b>	<b>3 Semester Hours</b>
This course addresses both macro- and micro-systems and processes and examine inputs to planning, outcomes, process design, and feedback mechanisms. Students will examine communication systems and delegation of roles and responsibilities.		
<b>ORG 450</b>	<b>Senior Capstone Seminar: Strategic Planning and Policy Making</b>	<b>3 Semester Hours</b>
A capstone course for seniors, in which the students will investigate the establishment of organizational aims and strategic planning for improvement in leadership. This course builds on the concepts contained in Major courses and provides an opportunity to bring together all prior learning in organizational leadership, business, and related coursework as well as professional and personal experiences. It enables students to expand their thinking outside present concepts and to explore the arena of strategic planning as it will impact and apply in the future to an individual, group, organization, and industry. Learners complete a comprehensive project that will include a final written paper and a formal oral presentation summarizing the paper. Prerequisites: Business and Organizational Leadership major with senior status.		
<b>ORG 470</b>	<b>Colloquium</b>	<b>3 Semester Hours</b>
Special seminars give students the opportunity to share leadership philosophies with selected Brevard College faculty in focused areas such as art, music, environmental and wilderness studies, exercise sciences, and religion.		

## PHILOSOPHY (PHI)

<b>PHI 105</b>	<b>Introduction to Symbolic Logic</b>	<b>3 Semester Hours</b>
An introduction to the principles and methods of symbolic logic, PHI 105 provides a formal exploration of both categorical and propositional arguments as well as an overview of informal fallacies which interfere with clear and effective argumentation. Students refine skills of precise expression and careful analysis.		
<b>PHI 261</b>	<b>Introduction to Philosophy</b>	<b>3 Semester Hours</b>
An elementary study of selected topics in philosophical thought, PHI 261 presents a critical analysis of ancient, medieval, and/or modern philosophical writings. It covers such issues as knowledge, existence, logical analysis, the physical world, aesthetics, ethical behavior, and religious beliefs. The focus is on western traditions; students interested in eastern philosophies are encouraged to take REL 253.		
<b>PHI 262</b>	<b>Introduction to Ethics</b>	<b>3 Semester Hours</b>
This course focuses on the origin, shape, and content of modern and pre-modern moral thought and action. Students closely examine various theories of ethics, giving special attention to modern modes of moral thought. The course seeks to help students explore their own ethical world through case studies, group projects, and individual research. Prerequisite: sophomore standing, or permission of instructor.		

**PHI 282/382      Existential Literature      3 Semester Hours**  
This course explores a major movement in twentieth century continental philosophy. The existentialists' focus on "lived experience" makes literature a particularly conducive medium for addressing major questions of freedom, responsibility and meaning. Course readings therefore include both philosophical writings (by Kierkegaard, Nietzsche, Sartre and others) and works of fiction (by Camus, Sartre, Kafka, Hesse and others). Students taking the course at the 382-level complete an additional research project and reading log.

**PHI 368      Philosophy and the Christian Intellectual Tradition      3 Semester Hours**  
For course description, see REL 368.

**PHYSICAL EDUCATION (PE)**

Through the athletic and physical education programs, the College provides an excellent opportunity for students to gain skills and knowledge in recreational activities that will prepare them for a lifetime of leisure enjoyment and appreciation of sports. Provisions will be made for nontraditional students and students with physical disabilities.

In addition to the basic physical education requirement, varsity athletes will be allowed to earn no more than four elective credits for participating in intercollegiate athletics. This credit will be given at the end of the semester, and only athletes who sign the NAIA eligibility form will receive credit. A maximum of 1 credit of ATH may count toward Area V (Health and Wellness) in the General Education Requirements.

Courses will be offered according to demand and to the availability of qualified instructors. Additional fees will be charged for some courses, and the student will occasionally be required to purchase or rent additional equipment. Physical education (PE) activity courses receive 1 semester hour of credit per course.

**Basic Conditioning**

Course	Fees			
PE 101	No	PE 154	Adventure Activities	No
PE 111	No	PE 155	Kayaking	Yes
PE 105	No	PE 157	Backpacking	Yes
PE 166	No	PE 158	Mountain Biking	Yes
		PE 159	Sea Kayak Touring	Yes

**Individual Sports**

Course	Fee			
PE 130	No			
PE 134	Yes			
PE 135	Yes			
PE 139	Yes			
PE 140	Yes			
PE 141	No			
PE 142	No			
PE 144	No			
PE 145	Yes			
PE 146	Yes			

**Wilderness Activities**

Course	Fee
PE 151	Yes
PE 152	Yes

**Dance**

Course	Fee
PE 161	No
PE 163	No

**Team Sports**

Course	Fee
PE 175	No
PE 177	No

**Aquatics**

Course	Fee
PE 191	No
PE 192	No

*Note: The fees for activity courses may vary depending on equipment and facilities available.*  
\* Prerequisite: Successful completion of Level I or permission of instructor.



PHYSICS (PHYS)

PHYS 101	Concepts of Physics	3 Semester Hours
PHYS 101L	Lab	1 Semester Hour

This course is designed for liberal arts students. Lecture and laboratory topics include mechanics, wave motion, sound and music, electromagnetism and electromagnetic waves, light, and color. PHYS 101/101L together with CHE 101/101L or GEOL 101/101L forms a two-semester physical science sequence. Prerequisite: MAT 100 or placement.

PHYS 102	Astronomy	3 Semester Hours
PHYS 102L	Lab	1 Semester Hour

Designed for liberal arts students, PHYS 102/102L introduces the fascinating world of astronomy. Students encounter early astronomy and astronomers; become familiar with the nighttime sky; develop the tools of astronomy; and study the solar system, stars and their evolution, galaxies, cosmology, and the Big Bang.

PHYS 103	General Physics I	3 Semester Hours
PHYS 103L	Lab	1 Semester Hour

An introductory course for science majors. Lecture and laboratory topics include Newtonian mechanics, wave motion, and thermodynamics. Prerequisite: MAT 121.

PHYS 104	General Physics II	3 Semester Hours
PHYS 104L	Lab	1 Semester Hour

A continuation of PHYS 103, 103L, this course examines electricity, magnetism, light, and optics. Prerequisite: PHYS 103/103L.

PHYS 201	Physics I	3 Semester Hours
PHYS 201L	Lab	1 Semester Hour

An introductory course for science majors, PHYS 201 explores Newtonian mechanics, wave motion, and thermodynamics (studied with the aid of calculus) through lecture and laboratory experiences. Prerequisite: MAT 211.

PHYS 202	Physics II	3 Semester Hours
PHYS 202L	Lab	1 Semester Hour

A continuation of PHYS 201/201L, PHYS 202/202L allows advanced physics students to experiment with electricity, magnetism, light, and optics through lecture and laboratory experiences. Prerequisite: PHYS 201/201L.

PHYS 204	Cosmology	3 Semester Hours
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Cosmology will be a thread running through and tying together studies of various topics, e.g. formation of elements in stars and supernovas, techniques of measurement of astronomical distances, the electromagnetic spectrum, and sources of continuous and discrete spectra. Early models of the universe, present competing models, and possible flaws in the standard model are discussed. Readings from various sources. Prerequisites: MAT 101 and PHYS 101/101L.

POLITICAL SCIENCE (PLSC)

PLSC 210	American Government	3 Semester Hours
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Highly recommended for prelaw students, this course surveys the origin, organization, development, and functional aspects of the government of the United States. Comparisons are made with state (NC) and local governments. Prerequisite: sophomore status or permission of instructor.

**PLSC 220                      Constitutional Law                      3 Semester Hour**

This course provides a detailed study of the Constitution of the United States; the workings of the Federal Courts, with emphases on the Supreme Court; and the effects of court decisions on national, and through incorporation of constitutional guarantees of civil liberties, state government. Prerequisite: PLSC 210.

**PLSC 310                      American Foreign Policy                      3 Semester Hours**

This course examines the economic, defense, environmental, and world order interests of US foreign policy. Through lecture and readings, the student explores how these interests dictate American foreign policy in the Post Cold War Era. Careful analysis of historic and contemporary events will give insight to US interest(s) in the Confederation of Independent States (the former Soviet Union), China, the Middle East, the Far East, Europe, Africa, and the Western Hemisphere. Prerequisite: PLSC 210 or permission of instructor.

**PLSC 320                      Contemporary Political Movements                      3 Semester Hours**

In recent decades, political movements have greatly influenced the American polity. Case studies in this course include environmental groups, the Christian Right, and third parties. The course also looks at social movements, including the Women's and Civil Rights Movements. Focus is placed on determining the processes that construct, sustain, and transform these movements as viable political institutions. Prerequisite: PLSC 210 or permission of instructor.

**PLSC 330                      Political Communication                      3 Semester Hours**

This course is designed to advance students' understanding of contemporary US political campaigns focusing on candidate discourse, mediated political realities, image construction, agenda setting, and marketing strategies in local, state and national races. Students will learn how to use theoretical frameworks for critiquing political communication, how to analyze forms and functions of campaign discourses, and how to consider ethical ramifications of campaign discourse. Prerequisite: PLSC 210 or permission of instructor.

**PLSC 340                      First Amendment Freedoms                      3 Semester Hours**

This course explores the theories, doctrines, statutes and cases related to the First Amendment guarantees of Freedom of Religion (Separation of Church and State), Speech and Assembly. This course will help the student increase knowledge and enhance understanding and appreciation of systemic structures of the judicial process and legal issues and will provide the student with theoretical and practical application of First Amendment Freedoms. The course will facilitate an understanding of how these freedoms work toward establishing a balance between individual and societal rights. Prerequisites: COM 110, HIS 250/251, ORG 103, PLSC 210, or SOC 201, or permission of instructor.

**PSYCHOLOGY (PSY)****PSY 101                      General Psychology                      3 Semester Hours**

This survey course explores the fundamental principles governing behavior and the research methods employed. Areas covered include the brain and behavior; sleep and dreaming; learning and memory; intelligence, thinking and reasoning; behavior in social and cultural contexts; theories of emotion, motivation and personality; and mental disorders and their treatment.

**PSY 102                      Psychology Skills and Careers Lab                      1 Semester Hour**

A hands-on introduction to skills employed in the study and practice of psychology. Topics include searching psychological literature data bases, oral presentation and supporting technology, APA publication style, and basic data management. Also included is a survey of graduate training, career choices and current trends in the field. Required for psychology majors. Recommended prior to other major course requirements.

**PSY 204                      Marriage and the Family                      3 Semester Hours**

A cross-cultural examination of contemporary family structures, PSY 204 emphasizes the relationships between husband-wife and parents-children. Students study various aspects of the family, including gender roles, values, religious influences, child-rearing practices, power structure, conflict within families, and the future of the family. Includes topics of mate selection, separation, divorce, remarriage, and stepfamilies. Prerequisite: SOC 201 or PSY 101.

**PSY 210                      Social Science Research Methods                      3 Semester Hours**

PSY 210 presents the basic principles of qualitative and quantitative research methods, including experimental studies, focus groups, interviews, and surveys. It addresses study design, implementation, interpretation, and presentation. Prerequisite: SOC 201 or PSY 101.

**PSY 220                      Abnormal Psychology                      3 Semester Hours**

Students in PSY 220 examine how social, psychological, and biological factors cause, maintain, or lessen abnormal behavior. They also study anxiety, mood, sexuality, personality, and eating disorders. Different modes of therapy and their foundations are examined. Prerequisites: PSY 101; PSY 210 is recommended

**PSY 230                      Life-span Development                      3 Semester Hours**

A survey of the major areas in human development from conception to death. The course is presented in a topical rather than chronological format, with equal emphasis on all stages of life. Topics include theories of development, research methods specific to the field, as well as an examination of biological, cognitive, social, personality, language emotional and moral development. Prerequisites: PSY 101; PSY 210 is recommended.

**PSY 240                      Social Psychology                      3 Semester Hours**

A study of individual behavior as a function of social situations. The course emphasizes theory, research, and applications. Topics include the self in relation to the environment, perceptions and attributions regarding others, stereotypes and prejudice, group processes, attitude formation and maintenance, conformity, attraction and close relationships, helping, and aggression. Prerequisite: PSY 101; PSY 210 is recommended.

**PSY 250                      Introduction to Basic Counseling Skills                      3 Semester Hours**

This course is designed to enhance students' self-awareness so that they can be effective peer counselors. Emphasis is placed on self-observation as students are given opportunities to develop active listening and problem-solving skills. Students examine developmental and transitional issues commonly encountered by college students as well as guidelines for crisis management. Active participation is required.

**PSY 260                      Industrial/Organizational Psychology                      3 Semester Hours**

A survey of issues and research focused on the application of psychology to organizations and industry. Topics include personality and psychological factors in leadership, experimental methods and design, basic psychometric theory, the individual relative to organizations and organizational development, the employer and employee in regard to selection, satisfaction, training, motivation, teamwork and job analysis. Prerequisites: PSY 101; PSY 210 is recommended.

**PSY 280                      Psychology of Learning                      3 Semester Hours**

A study of the historical and current research, theory and conceptual foundations involved in the study of learning. Topics include classical conditioning and related processes, operant conditioning, reinforcement and related processes. Prerequisites: PSY 101; PSY 210 is recommended.



<b>PSY 320</b>	<b>Therapeutic Principles and Practices</b>	<b>3 Semester Hours</b>
A study of the theories and perspectives frequently applied to counseling and therapy. Topics include individual and group counseling, institutional settings, populations, and legal and ethical issues. Prerequisites: PSY 101 and PSY 210; PSY 220 is recommended.		
<b>PSY 330</b>	<b>Child Growth and Development</b>	<b>3 Semester Hours</b>
PSY 330 follows developmental psychology through the stages of life: prenatal, infancy, and early, middle, and late childhood. It examines the relationship between theory and practice in the field of child development. Prerequisites: PSY 101 and PSY 210; PSY 230 is recommended.		
<b>PSY 335</b>	<b>Adolescent Growth and Development</b>	<b>3 Semester Hours</b>
In this course, students encounter the field of adolescent psychology, which views this stage in relation to other life stages as well as in relation to society at large. PSY 335 also examines the relationship between theory and practice in the field of adolescent development. Prerequisites: PSY 101 and PSY 210; PSY 230 is recommended.		
<b>PSY 337</b>	<b>Adult Development and Aging</b>	<b>3 Semester Hours</b>
An examination of the developmental issues that uniquely affect the adjustment and well-being of adults, and the elderly in later life. Topics include models of adult development, social and demographic influences, the aging body, health, perceptual and cognitive capacity and decline, personality, leisure, relationships, death and dying. Prerequisites: PSY 101 and PSY 210; PSY 230 is recommended.		
<b>PSY 340</b>	<b>Theories of Personality</b>	<b>3 semester hours</b>
This course introduces students to personality by examining current and historic research within the context of a range of theories including psychoanalytic, behavioral, and humanistic. Topics will include personality, personality development, personality and health, personality disorders and therapy, and personality assessment. Equal attention is given to normal and abnormal theories. Prerequisites: PSY 101 and PSY 210.		
<b>PSY 345</b>	<b>Psychology of Gender</b>	<b>3 Semester Hours</b>
A seminar discussing psychological and other literature that considers the personality and behavior of both women and men in the context of gender. Both men's and women's issues are covered with equal attention. Topics include the social constructivism of gender, equity in the workplace, victimization, biological factors and gender differences in personality and development, interpersonal relationships, cultural influences on gendered behavior, and childrearing practices. Prerequisites: PSY 101 and PSY 210; PSY 240 is recommended.		
<b>PSY 350</b>	<b>Human Sexuality</b>	<b>3 Semester Hours</b>
A survey of the major areas of human sexuality. Topics include sexual and reproductive anatomy, the sexual response, sexually transmitted diseases, pregnancy, birth control and childbirth, gender identity and gender roles, sexual development, sexual behaviors and attitudes, love and relationships, sexual dysfunction, sexual disorders and sex therapy, sexual values, religion and sex, and effective communication about sex. Prerequisites: PSY 101 and PSY 210; and PSY 230 is recommended.		
<b>PSY 355</b>	<b>Sports Psychology</b>	<b>3 Semester Hours</b>
This course reviews variables that enter the equation of sports performance and considers how to modify the ways they affect performance. It reviews how social interchange affects sport and changes the experience of sporting. Prerequisite: PSY 101.		
<b>PSY 360</b>	<b>Tests and Measures</b>	<b>3 Semester Hours</b>
A survey of the origins of psychological testing, methodological principles, and the application of testing to ability, personality, and occupational assessment. Topics include norming, reliability, validity, and objective versus projective testing. Prerequisites: PSY 101; PSY 210, and MAT 141; PSY 260 is recommended		

**PSY 365                      Personal and Group Environments                      3 Semester Hours**

Students are introduced to the concepts of Personal Ecology and Group Environments. Students will learn to identify their personal strengths using the personality framework described by Carl Jung and others and popularized by Isabel Myers and Katherine Briggs through the development of the Myers, Briggs Type Indicator (MBTI). Students will learn to be active leaders in their own lives and in the lives of the groups in which they find themselves. Study, discussions, and experiences will focus on the nurturance and preservation of each individual's personal eco system as it grows and develops. From this foundation, students will experience how to apply this knowledge as members and leaders of groups. Prerequisite: PSY 101 or permission of instructor.

**PSY 370                      Community and the Environment                      3 Semester Hours**

This course focuses on small and large group interaction and participation, management, and conflict resolution. This course is experiential in nature, and proposes that the most powerful learning about groups occurs within the environment of the group. Prerequisite: PSY 101 or permission of instructor.

**PSY 380                      Cognitive Psychology                      3 Semester Hours**

A study of the research methods, and findings related to cognitive functioning. Topics include memory and its associated processes, thought, perception, language, reasoning, problem solving, creativity and concept formation. Prerequisites: PSY 101 and PSY 210.

**PSY 385                      Sensation and Perception                      3 Semester Hours**

Examines the research methods, and findings related to our relationship with the physical environment. Topics include psychophysics, sensory systems and thresholds, perceptual abilities, principles of perceptual organization, illusions and hallucinations, and the phenomena related to those topics. Prerequisites: PSY 101 and PSY 210; PSY 280 is recommended.

**PSY 390/490                      Special Topics Seminars                      Variable Credit**

Special topics seminars encourage both reading of and reaction to texts around a major theme. Individual research and reports, team projects, and class discussions facilitate creativity and inquiry. Students engage in in-depth discussions, and a variety of perspectives are encouraged. Prerequisite: PSY 101.

**PSY 395                      Biological Basis of Behavior                      3 Semester Hours**

This course introduces students to the physiology of neural systems as it relates to significant psychological functions by examining major areas of research and data. Theories will be analyzed and compared using relevant data. Prerequisites: BIO 110, PSY 101 and PSY 210.

**PSY 430                      Directed Research                      3-6 Semester Hours**

This course is reserved for advanced students who have shown academic skill and scholarly activity beyond the typical undergraduate level, and who show clear promise for future contributions to the field of psychology. Prior to registration a faculty mentor must agree to supervise the project and meet with the student individually on a regular basis. A substantial and substantive paper or presentation of work is required. The course may be repeated in the case of demonstrable scope or depth. Prerequisite: Permission of faculty member and Chair of Social Sciences.

**PSY 469                      Internship in Psychology                      3-12 Semester Hours**

A faculty supervised field experience. Interns meet weekly with their peers and the faculty supervisor for the Internship Seminar (PSY 470). The internship is typically completed in the student's final semester, and may be taken for 3 hours credit (one day per week on site) to 12 hours credit (4 days per week on site). Prerequisites: PSY 101, PSY 210, 2.0 GPA, and senior standing. Co-requisite: PSY 470.

**PSY 470                      Internship Seminar                      3 Semester Hours**  
 The internship seminar is designed to be an opportunity for students to see how concepts and methods in psychology are applied in different types of field work. This is accomplished through weekly presentations by/for their peers, writing assignments, case presentations and discussions. Field supervisors are invited to attend the seminar occasionally during the semester for their observations and discussion of issues. Students who will graduate *without* an internship may take the class as an elective, but are required to journal their participation in class meetings, and complete interviews of interns and their supervisors. Prerequisites: PSY 101, PSY 210, 2.0 GPA; and senior standing.

**PSY 495                      Senior Seminar: History, Systems                      3 Semester Hours**  
**and Contemporary Issues in Psychology**  
 This course includes a half-semester intensive study of the History and Systems of Psychology, and a half-semester examination of contemporary literature discussed in current publications of the American Psychological Association. Students become student affiliates of APA (a fee is required), and read, discuss and present materials concerning the state of the science and future directions. A public presentation of prior research or other work is required. Prerequisites: PSY 101, PSY 210, and senior standing.

**READING (REA)            SEE ACADEMIC SUPPORT COURSES (p. 123)**

**RELIGION (REL)**

**REL 101                      The Old Testament                      3 Semester Hours**  
 This course explores the development of Hebrew history, literature, society, and religious thought and practice through careful reading of the Hebrew Bible.

**REL 102                      The New Testament                      3 Semester Hours**  
 This courses focuses on the literature of the New Testament, placing emphasis on the life and teachings of Jesus, the life and letters of Paul, and the characteristics of the early church.

**REL 221                      The Rise of Western Christendom                      3 Semester Hours**  
 This course focuses on the history of the people, struggles, defeats, victories, beliefs, and practices that together compose the history of the first one thousand years of Christianity. It ranges across the whole of Asia Minor, North Africa, and Europe, focusing upon decisive moments in Christian history and explaining how by the end of the first Christian millennium, Christianity had become the dominant factor in political power and cultural life throughout Western Europe and the Byzantine East.

**REL 235                      Religious Traditions and the Arts                      3 Semester Hours**  
 This seminar course explores the place of artistic expression in religious traditions of the past and the present. Depending on the specific focus of the course, artistic media examined may include some or all of the following: painting, sculpture, manuscript illuminations, choral music, instrumental music, sacred drama, architecture, poetry and literature. Topical foci vary according to student demand and the special interests and needs of religious studies majors and faculty. The course may be taken for credit more than once, provided the topical focus differs each time. Topics include The Medieval and Modern Pilgrimage to Santiago; Christian Traditions and the Arts; and Artistic Expressions in the Christian and Islamic Traditions.



- REL 241

Christianity in America's Past

3 Semester Hours
- This course focuses on the role of various religious traditions in the rise and development of American life and identity. Our journey leads through several very important episodes in the history of North American religion: the Pilgrims and their Protestant faith and European origins; colonial religion and Native Americans spirituality; the Christian colonies and the road to revolution; the young republic and church-state separation; revivalism and the rise of American individualism; religious persecution and Mormonism; Catholics in Protestant America; the Civil War and brother killing brother; the rise of African-American Christianity.
- REL 253

World Religions

3 Semester Hours
- A study of myth, ritual, and belief in religions other than Christianity, the courses examines the religions and philosophies of India, China, and the Near East.
- REL 255

Judaism, Christianity, and Islam

3 Semester Hours
- This course explores the three contemporary world religions that trace their traditions back to Abraham, Sara, and Hagar including examination of founder figures (Abraham and Moses, Jesus and Muhammad); the histories of these religions, particularly in the West; the interactions of these religions in the contemporary world.
- REL 258

Ancient Cosmology

3 Semester Hours
- This course is a comparative study of the myths of creation and order in various cultures throughout the world, from the earliest available texts and oral traditions to the time of Copernicus. Students learn to appreciate the sheer variety of these myths (and note parallel traditions when they occur), and seek to understand how cosmology relates to other important aspects of culture, particularly religion and ethics.
- REL 262

Introduction to Ethics

3 Semester Hours
- For course description see PHI 262.
- REL 264

Religious Education and Faith Development

3 Semester Hours
- A blend of class work and field experience, this course serves as a general introduction to faith development and religious education in a variety of settings (churches, camps, retreat centers, etc.). Each student will develop his/her own philosophy of religious education, informed by major trends in the discipline, and exercise practical skills in lesson planning, curriculum development, and group leadership.
- REL 280/380

Special Topics in Religion

3 Semester Hours
- Periodically religion faculty or visiting religion faculty will offer a special course on distinctive topics in religion. Students of junior standing or higher may pursue additional research assignments in order to take the course at the 380-level. The course may be taken for credit more than once, provided the topical focus differs each time.
- REL 288/388

Women and Religion

3 Semester Hours
- From the roles of women in various world religions, to the relationship between sexuality and spirituality, to the impact of feminist theories upon theological reflection, this course examines a range of issues pertinent to the intersection of gender and religious studies. Students taking the course for upper level credit will do additional independent research.
- REL 301

History of Israel

3 Semester Hours
- This course explores the history of Israel from the Hebrew peoples' movement into Canaan through the rise of Judaism and Christianity. It also examines the relationship of ancient Israel to the rise of Zionism in the nineteenth century and the creation of the modern state of Israel in the twentieth century. Prerequisite: REL 101 or REL 102, or permission of instructor.

**REL 308                      Old Testament Topics                      3 Semester Hours**

This course is an upper level seminar focused on historical, literary, and theological study of various writings of the Hebrew Scriptures. Topical foci will vary, according to student demand and special interests of religion studies majors and faculty. Topics include: A. The Pentateuch; B. Hebrew Prophets; and C. Psalms and Wisdom Literature. The course may be taken for credit more than once, provided the topical focus differs each time. Prerequisite: REL 101 or REL 102 with permission of instructor.

**REL 310                      Israelite and Christian Writings Outside the Bible                      3 Semester Hours**

This seminar course explores Israelites and/or Christian textual traditions outside the Bible. Topical foci vary according to student demand and the special interests and needs of religion studies majors and faculty. Topics include: The Apocrypha; The Israelite Writings of Adam, Enoch, Abraham and Others; The Essenes and the Dead Sea Scrolls; Christian Apocryphal Gospels and Acts; and The Writings of Philo of Alexandria; Judaism and Platonism. Prerequisite: REL 101 or REL 102, or permission of instructor.

**REL 312                      Jesus in the Gospels                      3 Semester Hours**

Each of the four Gospels of the New Testament contains a different portrait of Jesus. Comparing these portraits and placing them in both Jewish and Hellenistic backgrounds is the main work of this course. The history of Jewish and Christian interpretations of Jesus is also included. Prerequisite: REL 101 or REL 102, or permission of instructor.

**REL 316                      St. Paul: Ancient Biography                      3 Semester Hours**

This course explores the biography and character of the Apostle Paul in light of ancient descriptions of personality and human identity. Drawing on primary sources from antiquity, as well as lessons from cultural anthropology, we seek to understand through Paul's story what ancient people expected in biography. Prerequisites: REL 101 or REL 102, or permission of instructor.

**REL 318                      New Testament Topics                      3 Semester Hours**

This course is an upper level seminar focused on historical, literary, and theological study of various writings of the New Testament. Topical foci will vary, according to student demand and special interests of religion studies majors and faculty. Topics include: A. Johannine Literature; B. General Letters; and C. Apocalyptic Literature. The course may be taken for credit more than once, provided the topical focus differs each time. Prerequisite: REL 102, or REL 101 with permission of instructor.

**REL 325                      The Age of Reform: 1250-1550                      3 Semester Hours**

This course seeks to enter imaginatively into the intellectual, religious, and social world of late Medieval and Reformation Europe. Students discover that the Protestant Reformation was one of many different medieval reformations that preceded and followed great reformers like Martin Luther and John Calvin. We explore these early reformation movements, analyzing their nature, how church leaders reacted to them, and why they did not lead to the kind of church division caused by the Protestant Reformation. Then we turn to the Protestant movement and explore how it preserved certain aspects of medieval thought and protested against others. Prerequisite: A prior course in REL, PHI, or HIS, or permission of instructor.

**REL 365                      Philosophy of Religion                      3 Semester Hours**

This course explores how Religion as a historical category emerged in the West and has come to be applied as a universal concept by the modern western world. The course probes into the assumptions behind this modern concept of "Religion" and examines the content and purpose of the modern "philosophy of Religion." Prerequisite: A prior course in REL or PHI, or permission of instructor.



This seminar course explores the place of particular schools of philosophy in the thought of key figures or movements within the Christian tradition. Topical foci vary according to student demand and the special interests and needs of religion studies majors and faculty. Topics include: Platonism and St. Augustine; Aristotelianism and Thomas Aquinas; Christianity According to Hume, Locke, and Kant; Enlightenment Romanticism and Schleiermacher; Darwinism and Protestantism; and Wittgensteinian Philosophy in Christian Theology Today. May be taken for credit more than once if topics vary. Prerequisite: a prior course in REL or PHI, or permission of instructor.

Under consultation with the student's major advisor, each religion major writes a senior thesis. The nature of this thesis varies with the student's interests. Religious Studies majors may choose to write a research paper on a particular topic or do an on-site investigation of an existing religious tradition. They might also participate in church or social work and write a detailed description and analysis of their work. The length of the final written form of the project, as well as the breadth of sources used, will vary according to the subject chosen. All projects will be presented in a public oral defense. Prerequisite: HUM 461 and Religious Studies major.

In this introductory course, students identify the nature, concepts, and principles of sociology, including societies, cultures, the socialization process, social groups and institutions, social classes, and social change. Prerequisite: sophomore standing or permission of instructor.

A cross-cultural examination of contemporary family structures, SOC 204 emphasizes the relationships between husband-wife and parents-children. Students study various aspects of the family, including gender roles, values, religious influences, child-rearing practices, power structures, conflict within families, and the future of the family. Includes topics of mate selection, separation, divorce, remarriage, and stepfamilies. Prerequisite: sophomore standing or permission of instructor.

SOC 210 presents the basic principles of qualitative and quantitative research methods, including experimental studies, focus groups, interviews, and surveys. It addresses study design, implementation, interpretation, and presentation. Prerequisite: SOC 201 or PSY 101.

The basic principles of demography and geography at the global, national, and local levels, with emphases on conditions that influence population change and impacts of human populations on the environment, are introduced in SOC 325. Through detailed comparisons of countries, states, and cities throughout the world, students explore population characteristics and life chances, factors affecting trends in population structure and characteristics, population change associated with diseases, aging, urbanization, economic development and environmental alterations. Trends in population structure and characteristics are examined in terms of geography and public policies. Prerequisite: SOC 201, ENV 103, or BCE 210.

Special Topics Seminars encourage both reading of and reaction to interdisciplinary issues within the context of a major theme. Individual research and reports, team projects, and class discussions facilitate creativity and inquiry. Students engage in in-depth discussions, and a variety of perspectives are encouraged. Prerequisite: SOC 201 or permission of instructor.



SPANISH (SPA)

**SPA 101/102      Elementary Spanish I and II      4 Semester Hours each**  
The fundamentals of Spanish grammar are covered in this course, with an emphasis on oral communication. Note: No college credit is given toward graduation for SPA 101 if the student has had two semesters of high school Spanish with a C or better in the last semester.

**SPA 102-C      Spanish Culture      4 Semester Hours**  
A course designed to expose students to the culture of the Spanish speaking world, both past and present. Since the culture track does not focus on grammar, the student will not be permitted to continue directly to the intermediate level of Spanish language study.

**SPA 201/202      Intermediate Spanish I and II      3 Semester Hours each**  
Students in SPA 201/202 review Spanish grammar with an increasing amount of reading and composition. Prerequisite: SPA 101, SPA 102, placement, or permission of instructor.

THEATRE ARTS (THE)

**THE 101      Introduction to Theatre      3 Semester Hours**  
Designed for non-majors, this course explores the history and growth of the art and craft of theatre, including a study of representative playwrights and plays. Not required of majors, but can be used to fulfill the Fine Arts General Education Requirement for non-majors.

**THE 102      Movement for the Stage      2 Semester Hours**  
This course is a practical study for the actor. It concentrates on the development of on-stage movement used for the development of character.

**THE 103      Voice for the Stage      2 Semester Hours**  
This course is a practical study for the actor. It concentrates on the development of on-stage vocal techniques used for the development of character .

**THE 104      Applied Theatre      1 Semester Hour**  
This course offers students at the freshman level the opportunity to participate as actors, technicians or musicians in the productions presented by the program. Requires 40 hours of work.

**THE 121      Stage Crafts I: Scenery, Lighting, Sound      3 Semester Hours**  
Through practical assignments, students in the course study the problems and techniques of using scenery, lights and sound for a theatrical production.

**THE 122      Stage Crafts II: Costumes and Makeup      3 Semester Hours**  
This course introduces students to basic stage, character, and special effects makeup and costume construction.

**THE 200      Introduction to Acting      3 Semester Hours**  
This course concentrates on the techniques used by professional actors in preparation for developing acting skills. Emphasis will be on games, improvisation and method acting techniques. Prerequisites: THE 102 and THE 103.

**THE 201      Acting I      3 Semester Hours**  
This course explores techniques through demonstrations, lab exercises, and performance. Emphasis will be on concentration, imagination, sensory awareness, observation and action through the medium of the monologue. Prerequisite: THE 200 or permission of instructor.

<b>THE 204</b>	<b>Applied Theatre</b>	<b>1 Semester Hour</b>
A continuation of the experiences offered in THE 104. Requires 40 hours of work. Prerequisite: THE 104 and sophomore status, or permission of instructor.		
<b>THE 213</b>	<b>Introduction to Directing</b>	<b>3 Semester Hours</b>
A study of the selection, analysis, audition and casting, and blocking of a play for production. Prerequisite: THE 201 or permission of instructor.		
<b>THE 220</b>	<b>Drawing for the Theatre</b>	<b>3 Semester Hours</b>
Students learn theatre graphics and drafting standards through demonstration and practical work. Prerequisite: ART 120 or permission of instructor.		
<b>THE 221</b>	<b>Scene Design</b>	<b>3 Semester Hours</b>
Practical work on the aesthetic and creative elements of scenic design with specific regards to research, script analysis, and theories and practices of scene design for the stage. Prerequisite: THE 121.		
<b>THE 231</b>	<b>Lighting Design</b>	<b>3 Semester Hours</b>
An introduction to the fundamental mechanics and theories of lighting design including script analysis and research. Prerequisite: THE 121		
<b>THE 241</b>	<b>Costume Design</b>	<b>3 Semester Hours</b>
Development of research, rendering skills and aesthetic decision making in designing and costumes for stage productions. Prerequisite: THE 122		
<b>THE 269/369/469</b>	<b>Internship</b>	<b>2-4 Semester Hours</b>
The theatre studies internship supports related experience in the field. The internship must be a supervised application of learned skills in a functional area directly related to the courses of study selected by the student. The final grade is based on the professor's evaluation of the sponsor's report, an interview with the student, and a reflection on the internship, its contribution to the understanding the field of emphasis in the major, and its meaning to the student. Prerequisites: theatre studies major and permission of instructor.		
<b>THE 301</b>	<b>Acting II</b>	<b>3 Semester Hours</b>
A continuation of the use of the skills learned in THE 201 with an emphasis on scene work. Focus is discovering an effective method of exploring and making active theatrical choices in character development. Prerequisite: THE 201 or permission of the instructor.		
<b>THE 304</b>	<b>Applied Theatre</b>	<b>1 Semester Hour</b>
A continuation of the experiences offered in THE 104 and THE 204. Requires 40 hours of work. Prerequisites: THE 204 and junior status, or permission of instructor.		
<b>THE 311</b>	<b>Theatre History I</b>	<b>3 Semester Hours</b>
The study of the history of theatre from pre-history to the end of the Shakespearean era.		
<b>THE 312</b>	<b>Theatre History II</b>	<b>3 Semester Hours</b>
The study of the history of theatre from the Shakespearean era to the present.		
<b>THE 313</b>	<b>Introduction to Playwriting</b>	<b>3 Semester Hours</b>
A course that introduces writing and analytical skills in the development of plot and character and the use of stage directions and terminology. Prerequisites: ENG 111 and ENG 112.		

- THE 320 Computer Aided Drafting 3 Semester Hours**  
A course using electronic technologies for drafting, illustration, and electronic presentation for use by the theatre artist. Prerequisite: THE 220.
- THE 321 Advanced Scene Design 3 Semester Hours**  
Development of the fundamentals established in Scene Design I with emphasis on multi-set productions. Prerequisites: THE 220 and THE 221.
- THE 322 Scene Painting 3 Semester Hours**  
Development of skills as a scenic artist covering various faux finishes, textures and reproduction of paint elevations. Prerequisite: THE 121.
- THE 331 Advanced Lighting Design 3 Semester Hours**  
Development of fundamentals established in THE 211 with continued exploration and advanced problems in lighting design and theory. Prerequisites: THE 220 and THE 231.
- THE 351 Stage Management 3 Semester Hours**  
This course provides concentrated stage management training. The student will study organizational models and strategies to aid the performance of stage management tasks, as well as the care and growth of the personnel and the production.
- THE 389 Independent Studies 1-3 Semester Hours**  
A directed program of reading and research and/or active participation in a project beyond the requirements of the program. Prerequisite: permission of instructor.
- THE 401 Advanced Studio Techniques 3 Semester Hours**  
A course for advanced students, providing intensive practical experience in the multiple segments of a stage production. The production will be a student-based activity under the guidance of one the theatre faculty members.
- THE 404 Applied Theatre 1 Semester Hours**  
A continuation of the experiences offered in THE 104, THE 204, and THE 304. Requires 40 hours of work. Prerequisites: THE 304 and senior status, or permission of instructor.
- THE 420 Special Studies: Theatre Literature 3 Semester Hours**  
This course will change each semester. The focus of this class will be either specific playwrights or pieces written specifically for the theatre.
- THE 421 Special Studies: Technical Theatre 3 Semester Hours**  
This course will change each semester. The focus of this class will be on specific designers, design theories or production techniques and responsibilities.
- THE 450 Senior Project 4 Semester Hours**  
In consultation with the advisor and committee, theatre studies majors will write a proposal for their senior project or paper. The length and breadth of the project/paper will vary according to the subject chosen. Prerequisites: senior status and theatre studies major.
- THE 489 Independent Studies 1-3 Semester Hours**  
A directed program of reading and research and/or active participation in a project beyond the requirements of the program. Prerequisite: permission of instructor.



WILDERNESS LEADERSHIP (WLEE)

**WLEE 101                    Introduction to Outdoor Education                    3 Semester Hours**  
This course explores the theories, principles and skills of wilderness leadership and experiential education, including the historical and philosophical foundations. Field experiences may include minimum impact backcountry travel and living skills, environmental ethics and interpretation, navigation, climbing, canoeing, sea kayaking and trail service opportunities. There is a required weekend trip.

**WLEE 200\*                    Leadership and Group Dynamics                    3 Semester Hours**  
**in Outdoor Pursuits**  
This course is offered as a component of the Immersion Semester in which five interrelated courses are taught in an on-going fashion. This course will study theories and principles of small group dynamics, leadership principles, including problem solving, group member roles, decision making, ethical issues, communication skills and a variety of other concepts. Emphasis will be placed on situations and populations relevant to wilderness based and experiential education programs. \*Only offered as part of the Immersion Semester.

**WLEE 201                    Lifeguarding                    2 Semester Hours**  
This course equips students with the lifeguarding skills and knowledge to prepare them as a professional rescuer in aquatic facilities. With successful completion of the course objectives, students earn American Red Cross certification in Lifeguard Training, First Aid and CPR for the Professional Rescuer. A prerequisite skills swim test is administered on the first day of class.

**WLEE 202                    Water Safety Instructor (WSI)                    2 Semester Hours**  
This course equips students to plan, conduct, teach, and evaluate swimming and water safety courses. With successful completion of the course objectives, students earn American Red Cross certification in Water Safety Instruction. The program covers skills and knowledge in a logical progression for aquatic skill development. Prerequisites: Minimum age of 17 years. A prerequisite skills swim test is administered on the first day of class.

**WLEE 220                    Theory and Practice of Experiential Education                    3 Semester Hours**  
This course begins with an examination of historical, philosophical, social and psychological foundations of experiential education and proceeds to examine current trends and theoretical developments. Particular attention will be focused on understanding how current theory may be applied to the practice of Wilderness Leadership and Outdoor/Adventure Education.

**WLEE 250\*                    Wilderness First Aid                    3 Semester Hours**  
This course is offered as a component of the Immersion Semester in which five interrelated courses are taught in an on-going fashion. This course focuses on medical emergencies when help is miles away and dialing 911 is not an option. Lecture and hands-on simulation sessions help students prepare to handle emergency situations that involve prolonged patient care, severe environments, and improvised gear. Students will have an opportunity to receive Wilderness First Responder certification through a nationally recognized medical education provider with complete attendance and ability to meet WFR knowledge, skill, and certification criteria. Taking the course does not guarantee certification. \* Only offered as part of the Immersion Semester.

**WLEE 251                    Canoe Instructor                    2 Semester Hours**  
This course is designed for those involved in teaching river skills, including among other things paddling technique and the necessary skills for safe craft handling on rivers. These programs are designed for moving water and whitewater environments. This instructor program track is based on the American Canoe Association River Canoe Instructor Curriculum and offers instructor ACA certification at differing levels based on an individual candidate’s personal skills and teaching ability, however, participation in the course does not guarantee certification. There are two weekend trips required. Prerequisites: Immersion Semester and instructor approval of paddling skills.

**WLEE 252                      Advanced Rock Climbing                      2 Semester Hours**

This 2-credit advanced WLEE skills course will introduce and provide many opportunities to practice the advanced techniques and systems required to participate and lead safe, enjoyable, and environmentally sound climbing trips. It will include examination of and participation in top rope climbing, multi-pitch climbing, rappelling, fixed line climbing, and basic rock rescue. A weekend trip is required. Prerequisites: Completion of Immersion Semester and WLEE Major.

**WLEE 255                      Kayak Instructor                      2 Semester Hours**

This course is designed for those involved in teaching river skills, including among other things paddling technique and the necessary skills for safe craft handling on rivers. These programs are designed for moving water and whitewater environments. This instructor program track is based on the American Canoe Association River Kayak Instructor Curriculum and offers instructor ACA certification at differing levels based on an individual candidate's personal skills and teaching ability, however, participation in the course does not guarantee certification. There are two weekend trips required. Prerequisites: Immersion Semester and instructor approval of paddling skills.

**WLEE 256                      Advanced Navigation                      2 Semester Hours**

This 2-credit advanced WLEE skills course is designed to familiarize students with advanced wilderness navigation skills including the use of various map grids, the various map types used in North America, the Global Positioning System, deduced reckoning, triangulation, coastal navigation, off trail navigation and the use of computer software in trip planning. Two Saturday field days will be required. Prerequisites: Completion of Immersion Semester and WLEE Major. Prerequisite: Completion of Immersion Semester or permission of instructor.

**WLEE 260                      Challenge I: Group Games and Initiatives                      2 Semester Hours**

This 2-credit advanced WLEE skills course is designed to introduce the students to the basics of facilitating group games, initiatives and low ropes elements. History, theory, principles and skills of group and game initiative leadership will be explored in an experiential context. Emphasis will be on sequencing and leading activities safely and methods of group processing. Prerequisite: WLEE 101 or with permission of instructor.

**WLEE 261                      Challenge II: Ropes Course Facilitation                      2 Semester Hours**

This 2-credit advanced WLEE skills course is designed to introduce the student to basics of high challenge course facilitation skills. Emphasis will be on safety, program design, rescue skills, and processing. Students will become familiar with national standards regarding challenge course facilitation and administration. Administrative skills will also be covered. Prerequisites: Completion of Immersion Semester and WLEE 260: Challenge I.

**WLEE 265                      Advanced Swiftwater Rescue                      2 Semester Hours**

This 2-credit advanced WLEE skills course focuses on the prevention of river accidents, including knowledge of river dynamics, swiftwater hazards, swimming, boat handling and trip management. The course emphasizes the safety of rescuers, while instilling the skills, knowledge, and rescue philosophy needed for access and rescue of river victims. Certification in American Canoe Association Advanced Swiftwater Rescue may be offered; however, participation in the course does not guarantee certification. There is a weekend trip required. Prerequisite: Completion of Immersion Semester or permission of instructor.

**WLEE 301                      Wilderness/Experiential Education Practicum                      1-6 Semester Hours**

This course provides students with practical work experience, either through a program offered by the College or in an existing outdoor or experientially based agency. The student's work program must be approved by the faculty. Prerequisite: junior level standing or permission of instructor.



**WLEE 305                      Legal Aspects of Wilderness Leadership,                      3 Semester Hours**  
**Experiential Education and Exercise Leadership**

This course familiarizes students with civil law as it applies to experiential and exercise programming. Topics covered include torts, legal duties, legal liability, the structure of the lawsuit, the notion of the prudent practitioner, the “reasonable man or woman standard,” readings in relevant case law, and risk management from a legal perspective. Prerequisite: junior level standing or permission of instructor.

**WLEE 310\*                      Outdoor Pursuits Education: Water-Based                      3 Semester Hours**

This course is offered as a component of the Immersion Semester in which five interrelated courses are taught in an on-going fashion. The focus will be on developing teaching styles, techniques and methods for water-based outdoor pursuits. This course offers hands-on experience in skill development and leadership training of sea kayaking, flatwater and whitewater canoeing, and flatwater and whitewater kayaking. \* Only offered as part of the Immersion Semester.

**WLEE 320\*                      Outdoor Pursuits Education: Land-Based                      3 Semester Hours**

This course is offered as a component of the Immersion Semester in which five interrelated courses are taught in an on-going fashion. The focus will be on developing teaching styles, techniques and methods for land-based outdoor pursuits. This course offers hands-on experience in skill development and leadership of backpacking, rock climbing, caving, navigation and backcountry living skills. Other land-based activities may be included. \* Only offered as part of the Immersion Semester.

**WLEE 330                      Camp Counseling                      3 Semester Hours**

An introduction to the field of camp counseling, including philosophies, national standards, leadership training, conflict resolution, communication skills, normal and abnormal developmental processes, behavior management, and program activities. This course also includes a study of the characteristics and needs of today’s youth, with emphasis on how a camp counselor’s guidance and leadership can meet those needs. Prerequisite: junior level standing or permission of instructor.

**WLEE 340                      Outdoor Program Administration                      3 Semester Hours**

This course examines administrative and program issues uniquely related to outdoor recreation and education programs in a variety of program settings including camps, schools, colleges and universities, community/county recreation programs, and military recreation programs. Prerequisite: junior level standing or permission of instructor.

**WLEE 350\*                      Wilderness Expedition                      3 Semester Hours**

This course is offered as a component of the Immersion Semester in which five interrelated courses are taught in an on-going fashion. This course involves participation in the planning, leadership, instruction, execution and evaluation of a 21-day expedition in the Southern Appalachian Mountains. \* Only offered as part of the Immersion Semester.

**WLEE 391                      Wilderness Leadership and Experiential                      1 Semester Hour**  
**Education: Internship Preparation**

This course is designed to prepare the student to search, apply, interview and prepare for a professional internship in the wilderness leadership and experiential education field. Subjects covered include: defining and setting learning objectives and goals for the internship experience, developing a professional resume, writing cover letters, applying for internships, interviewing skills, professionalism on the job, and other professional job seeking skills. Students will develop and finalize reporting procedures and schedules with their advisors for the internship experience.

**WLEE 392                      Wilderness Leadership and Experiential Education:                      6 Semester Hours**  
**Internship**

This course is comprised of the actual internship experience with an approved agency in outdoor and experiential education and approved broad-based job description for a minimum of 480 hours over a ten to twelve week period. It is supervised by the advisor of the student in the WLEE major and an



on-site agency professional. Students are expected to complete regular and thoughtful internship journal entries, prepare and present an internship presentation, develop a portfolio for the experience, and write a reflection paper on the knowledge and future application of their learning. Prerequisite: WLEE 391 and approval of site by student's faculty academic advisor.

**WLEE 402                      Ethics of Wilderness Leadership,                      3 Semester Hours**  
**Experiential Education, and Exercise Leadership**

This course has a threefold focus: (1) students take a critical look at the complex ethical dilemmas and situations that arise within camps, wilderness and fitness programs, and other experiential settings; (2) students learn to use the tools of normative and analytic ethics from a philosophical perspective, consider various approaches to ethics in general, and apply these approaches to practical situations; (3) students examine their own personal ethical perspectives as these influence their work within professional contexts. Prerequisite: junior level standing or permission of instructor.

**WLEE 404                      Wilderness Philosophers                      3 Semester Hours**

This course familiarizes students with the important ideas and people within the deep intellectual history of the wilderness movement. The philosophy of Muir, Leopold, Carson, Thoreau and others will be studied to help students develop a greater understanding and appreciation as well as develop a personal philosophy for the wilderness. Prerequisite: senior level standing or permission of instructor.

**WLEE 405                      Seminar: Open Topics                      3 Semester Hours**

It is important that students majoring in wilderness leadership and experiential education have the opportunity to explore topics that may not be covered within existing courses. The open topics seminar can be either faculty- or student-generated and will have as its reason-for-being the establishment of an open-ended format that can meet emerging student and faculty interests. Prerequisite: senior level standing or permission of instructor.

**WLEE 420                      Special Topics                      3 Semester Hours**

Advanced study of varying focuses in Wilderness Leadership and Experiential Education. Prerequisite: senior level standing or permission of instructor.

# FACULTY

*Initial dates of full-time faculty employment with the College are found in parentheses.*

**Cameron Austin (2003)**

Assistant Professor of Information Technology. B.A., Georgia State University; M.S., Georgia State University

**Nancy G. Ballinger (1999)**

Instructor in Physical Education and Health. B.A., University of South Florida

**Robert A. Bauslaugh (1998)**

Professor of Ancient History and Classics. B.A., University of California, Riverside; M.A., Ph.D., University of California, Berkeley; postgraduate Society of Fellows, Columbia University

**Thomas J. Bell (1996)**

Associate Professor of Religion and Sacred Music. Coordinator of Religious Studies Major. B.A., University of Georgia; M.A., University of North Carolina-Chapel Hill; M.T.S., Duke University Divinity School; Ph.D., Emory University

**B. Barbara Boerner (1998)**

Associate Professor of Organizational Leadership. B.A., University of North Carolina-Greensboro; M.Ed., The American University; M.B.A., Loyola University

**Drew Brennan (2005)**

Assistant Professor of Wilderness Leadership and Experiential Education. B.S., St. John's University; M.S., Mankato State University; M.A., St. Mary's University; doctoral study, Oregon State University

**Mary Louise Bringle (2000)**

Professor of Religious Studies. Chair of the Division of Humanities. A.B., Guilford College; Ph.D., Emory University

**Janie Sue Brooks (2000)**

Assistant Professor of Environmental Studies and Ecology. Coordinator of the Ecology Major. B.S., Cumberland College; Ph.D. Cornell University

**S. Carroll Brooks III (2001)**

Assistant Professor of Chemistry and Environmental Studies. B.A., Wayne State University; Ph.D., Cornell University

**Margaret L. Brown (1996)**

Associate Professor of History. Coordinator of the History Major. B.S., University of Minnesota; M.A., Ph.D., University of Kentucky

**Anita M. Bryant (1988)**

Associate Professor of Chemistry. B.S., North Carolina State University; M.S., Western Carolina University

**Betsy D. Burrows (1992)**

Assistant Professor of English. B.A., Wake Forest University; M.A., University of North Carolina-Chapel Hill; doctoral study, Western Carolina University

**William B. Byers (1986)**

Professor of Art. Coordinator of the Art Major. B.A., Atlantic Christian College; M.F.A. and postgraduate study, East Carolina University

**Robert J. Cabin (2005)**

Assistant Professor of Ecology and Environmental Studies. B.A., Marlboro College; Ph.D., University of New Mexico

**Clyde W. Carter (1989)**

Associate Professor of Wilderness Leadership and Experiential Education. A.S., Montreat College; B.A., Clemson University; M.S., Mankato State University

**Kenneth D. Chamlee (1978)**

Iva Buch Seese Distinguished Professor of English. Johnnie H. Jones Distinguished Professor in Teaching (1998–2000). Coordinator of the English Major. B.A., Mars Hill College; M.A., Colorado State University; Ph.D., University of North Carolina–Greensboro

**Anne P. Chapin (1998)**

Associate Professor of Art History and Archaeology. B.A., Duke University; M.A., Ph.D., University of North Carolina–Chapel Hill

**Michelle W. Choate (1990)**

Associate Professor of Computer Information Systems and Business. B.A., University of North Carolina at Chapel Hill; M.B.A., Western Carolina University; postgraduate study, Western Carolina University

**Patricia L. Clow (2003)**

Professor of Teacher Education. Director of the Teacher Education Program. B.S., University of Wisconsin-LaCrosse; M.S., Winona State University; Ph.D., University of Wisconsin-Madison

**Kenneth M. Duke (1997)**

Associate Professor of Environmental Studies and Ecology. Chair of the Division of Environmental Studies, Mathematics and Natural Sciences. Coordinator of the Environmental Studies Major. B.S., M.S., Brigham Young University; Ph.D., University of Georgia

**Robert W. Dye (1999)**

Assistant Professor of Wilderness Leadership and Experiential Education. B.S., Western Carolina University; M.A., Radford University; doctoral study, Clemson University

**Paul I. Elwood (1995)**

Associate Professor of Music. B.M.E., Wichita State University; M.M., Southern Methodist University; Ph.D., State University of New York–Buffalo

**Laura L. Franklin (1998)**

Assistant Professor of Music. Director of the College Honors Program. B.M., Texas Tech University; M.M., New England Conservatory of Music; D.M.A., University of North Carolina–Greensboro

**Jennifer E. Frick-Ruppert (1997)**

Associate Professor of Ecology and Environmental Studies. Coordinator of the Ecology Major. B.S., Ph.D., Clemson University



**Helen C. Gift (1997)**

Ruth Stafford Conabeer Distinguished Service Professor of Sociology and Organizational Systems. Chair of the Division of Social Sciences. Coordinator of Academic Advising. Coordinator of the Integrated Studies Major. B.A., M.A., Ph.D., Emory University

**Kathryn B. Gresham (2005)**

Assistant Professor of Music. A.B., Stanford University; M.M., Boston University; D.Mus.A. University of Colorado

**Ralph A. Hamlett (1999)**

Associate Professor of Political Communications. B.A., Western Carolina University; M.A., University of North Carolina-Greensboro; Ph.D., Louisiana State University

**J. Belton Hammond (1980)**

Associate Professor of English. B.A., Presbyterian College; M.A., Clemson University

**John S. Hardt (2002)**

Professor of English. Vice President for Academic Affairs and Dean of Faculty. B.A., Centenary College of Louisiana; M.A., Texas Tech University; Ph.D., University of Missouri-Columbia

**S. Kay Hoke (1998)**

Professor of Music. Chair of the Division of Fine Arts. B.A., University of Kentucky; M.A. en passant, Ph.D., University of Iowa

**Alyse W. Hollingsworth (1984)**

Associate Professor of Information Technology. B.S., Mars Hill College; M.A., Western Carolina University; postgraduate study, Western Carolina University

**Judy P. Hoxit (1987)**

Associate Professor of Foreign Language. B.S., East Carolina University; M.Ed., University of North Carolina-Greensboro; M.F.A., Southern Methodist University; M.Ed., University of North Carolina-Greensboro

**Lisa M. Jordan (2005)**

Associate Professor of Economics and Organizational Leadership. B.A., Emory & Henry College; M.A., Ph.D., University of Notre Dame

**Jennifer L. Kafsky (2000)**

Assistant Professor of Wilderness Leadership and Experiential Education. First Year Program Director. Coordinator of Wilderness Leadership and Experiential Education Major. B.S., Ohio University; M.S., Ohio University; Ph.D., Clemson University

**Ron J. Kiviniemi (2005)**

Associate Professor of Teacher Education. B.A., Berea College; M.A., Western Carolina University

**Donnald H. Lander (1979)**

Associate Professor of Mathematics. Coordinator of the Mathematics Major. B.S., M.S., Florida State University; D.A., Idaho State University

**Jeffrey B. Llewellyn (1990)**

Mary Emma Thornton Distinguished Service Professor of Ecology. Professor of Biology. Coordinator of the Health Science Studies Major. B.A., M.A., University of Northern Iowa; Ph.D., University of Nevada-Reno

**Kyle Van Lusk (2005)**

Assistant Professor of Art. A.F.A., Brevard College; B.F.A., M.F.A., East Carolina University

**Kristina H. McBride (1987)**

Assistant Professor of English. Director of the Writing Center. A.A., Brevard College; B.A., Wake Forest University; M.A., Western Carolina University; doctoral study, Indiana University of Pennsylvania

**Laura P. McDowell (1976)**

Professor of Music. Coordinator of the Music Major. B.M., Converse College; M.A., Columbia University; Ph.D., Florida State University; postgraduate study, Goethe Institute, Salzburg; Zertificat Deutsche als Fremdsprache

**Stephen J. Martin (1988)**

Assistant Professor of Psychology. A.B.J., University of Georgia; M.S.W., University of North Carolina-Chapel Hill; postgraduate study, North Central University

**Danny S. Moore (2003)**

Assistant Professor of Psychology. Coordinator of the Psychology Program. B.A., University of North Carolina-Asheville; M.A., Ph.D., University of Tennessee

**Susan E. Nicholson (2005)**

Assistant Professor of Music. B.M., Winthrop University; M.M.E., Winthrop University; D.M.A., University of Miami

**John B. Padgett (2004)**

Assistant Professor of English. B.A., M.A., Clemson University; Ph.D., University of Mississippi

**C. Michael Porter (2004)**

Assistant Professor of Music. Director of Choral Activities. B.A., M.A., Truman State University; doctoral study, University of Iowa

**M. Jo Pumphrey (1987)**

Associate Professor of Art. B.S., Florida State University; M.F.A., East Carolina University

**Michael E. Quigley (1998)**

Professor of Ethics and Leadership. Coordinator of the Business and Organizational Leadership Major. Executive Director of the Center for Transformational Leadership. B.A., University of London; M.A., Manhattan College; M.A., Lancaster University; Ph.D., Boston College; postgraduate study at Cambridge University; Institut Catholique, Paris; Boston Theological Consortium, honorary doctorate, Rivier College

**James H. Reynolds (1999)**

Associate Professor of Geology. A.B., M.A., Ph.D., Dartmouth College

**R. Scott Sheffield (1993)**

Associate Professor of History. B.A., Emory University; M.A., Georgia State University; Ph.D., University of Florida

**G. Thomas Tait (1996)**

Otilly Welge Seese Distinguished Service Professor of Exercise Science and Coaching. Chair of the Division of Exercise Science and Wilderness Leadership. B.S., University of Maryland; M.S., Ph.D., Pennsylvania State University

**C. Clarke Wellborn (1976)**

Edwin L. Schmidt Distinguished Service Professor of Physics and Mathematics. B.S., Ph.D., Tulane University

**Mary Kay White (2000)**

Associate Professor of Exercise Science and Physiology. Coordinator of the Exercise Science Major. Director of Fitness Appraisal Lab. A.B., Fairmont State College; M.S., Ed.D., West Virginia University

**Robert A. White (1991)**

Associate Professor of Theatre Studies. Director of the Morrison Playhouse. Coordinator of Theatre Studies. B.A., Wagner College; M.A.L.S., Dartmouth College; M.A., Antioch College; Ph.D., Union Institute of Cincinnati; postgraduate studies, Paideia Institute, University of North Carolina–Chapel Hill

**Norman L. Witek (1967)**

Professor of Health and Exercise Science. B.S., M.S., University of Tennessee

**A. Preston Woodruff (1973)**

Robert Wesley Pickens Professor of Religion. Johnie H. Jones Distinguished Professor in Teaching (1996–98). B.A., Georgia State University; M.Div., Candler School of Theology, Emory University; M.L.A., University of North Carolina–Asheville; postgraduate study, Oxford University

**Scott K. Yager (1992)**

Instructor in Physics. A.A., Seminole Community College; B.S., M.S., University of Central Florida

## **ADVENTURE OF THE AMERICAN MIND**

**Jodi F. Huggins (2003)**

Program Director. B.S., N.C. State University

**Symantha A. Pettit (2004)**

Associate Director. B.A., University of North Carolina at Asheville

## **CASTLE ROCK INSTITUTE**

**Jeffrey Carter (1999)**

Visiting Assistant Professor of Religion. B.A., Davidson College; M.T.S., Harvard University; Ph.D. The University of Chicago

**Deborah Fitzgerald (2000)**

Instructor in Philosophy. B.A., Northwestern University; M.A., University of Iowa; Ph.D., University of Iowa

## **PISGAH FOREST INSTITUTE**

**Robert A. Sweeney (2000)**

Executive Director. Adjunct Professor of Environmental Science and Biology. B.S., The State University of New York at Albany; M.S., Ph.D., The Ohio State University

**Heather L. Cosby (2002)**

Operations Coordinator. B.S., University of Utah



## POLICY CENTER ON THE FIRST YEAR OF COLLEGE

### John N. Gardner (1999)

Executive Director. Distinguished Professor of Educational Leadership; B.A., Marietta College; M.A., Purdue University; Doctor of Laws, Honoris Causa, Marietta College; Doctor of Education, Honoris Causa, Baldwin-Wallace College; Doctor of Public Education, Honoris Causa, Bridgewater State College; Doctor of Humane Letters, Honoris Causa, Millikin University; Doctor of Higher Education, Honoris Causa, Purdue University; Doctor of Letters, Honoris Causa, Teesside University; Doctor of Humanities, Honoris Causa, Rowan University

### Betsy O. Barefoot (1999)

Co-Director and Senior Scholar. Associate Professor of Educational Leadership; B.A., Duke University; M.A., College of William and Mary; Ed.D., College of William and Mary

### Samantha H. Landgrover (2000)

Executive Office Manager. A.A., Asheville Buncombe Technical Community College; B.A., University of North Carolina at Asheville

### Steve Schwartz (2003)

Visiting Senior Fellow. B.A., Wilkes College; M.A., University of Pennsylvania; Ph.D., New York University

### Randy L. Swing (1999)

Co-Director and Senior Scholar. B.A., University of North Carolina at Charlotte; M.A., Appalachian State University; Ed.S., Appalachian State University; Ph.D., University of Georgia

### Angela M. Whiteside (2001)

Executive Assistant. A.A., Southwestern Community College

## FACULTY EMERITI

### J. Patricia Batcher (1988–1998)

Assistant Professor of Music, Piano, and Theory. B.M., Seton Hill College; M.M., Florida State University; postgraduate study, Catholic University, Laval University, Juilliard School of Music, Aspen School of Music, Westminster Choir College, Florida State University, and Fontainebleau, France

### Sara S. Beard (1967–1982)

Professor of English. A.B., M.A., Duke University

### Peter E. Burger (1973–1996)

Professor of History. B.A., M.A., Mississippi State University; graduate study, University of Alabama

### Carl A. Carlson (1991–1999)

Assistant Professor of Mathematics. B.S., Bradley University; M.S., M.S., New York University

### Clara Coleman-West (1976–2001)

Lora Lee Schmidt Distinguished Service Professor of American Literature. Professor of English. B.A., Randolph-Macon Woman's College; M.A., Ph.D., University of North Carolina-Chapel Hill

**Samuel L. Cope (1969–1997)**

Iva Buch Seese Distinguished Service Professor of Theatre. B.A., Catawba College; M.A., University of North Carolina–Chapel Hill; M.A., University of Tennessee; graduate study, Indiana University

**Rachel Cathey Daniels (1960–1996)**

Professor in Mathematics. A.A., Biltmore College (now UNC-A); B.A., Meredith College; M.A., Western Carolina University; graduate studies at North Carolina State University, Furman University

**C. Ray Fisher (1959–1999)**

Ruth Stafford Conabeer Distinguished Service Professor of Business and Economics. Chair, Division of Social Sciences. B.S., Western Carolina University; M.B.A., University of Georgia

**Robert A. Foster (1994–2001)**

Instructor in English as a Second Language. B.A., Wheaton College; Tokyo

**Robert R. Glesener (1979–2005)**

Associate Professor of Biology. B.S., University of Maryland; M.S., Ph.D., University of Michigan

**Susan L. Horn (1977–2004)**

Associate Professor of Mathematics. B.S., M.S., Louisiana Technical University

**S. Eugene Lovely (1969–1996)**

Professor of History. Chair of Division of Social Studies. A.B., Berea College; M.A. East Tennessee State University; M.A. University of North Carolina–Greensboro; graduate study, University of Virginia

**Harvey H. Miller, Jr. (1960–1999)**

Otilly Welge Seese Distinguished Service Professor of Voice. B.A., B.M., M.A., University of North Carolina–Chapel Hill; M.M., Indiana University

**S. Rhuemma Miller (1968–78, 1985)**

Assistant Professor of English and Communications. A.A., Mars Hill College; B.A., Furman University; M.A., Appalachian State University; postgraduate study, University of South Carolina

**Timothy G. Murray (1963–2004)**

Edward W. Seese Distinguished Service Professor. Johnnie H. Jones Distinguished Professor in Teaching (2000–2002). A.A., Mars Hill College; B.A., M.A.C.A., University of North Carolina–Chapel Hill; postgraduate study, Archie Bray Foundation, Helena, Montana; University of Tennessee–Gatlinburg; Arrowmont; Clemson University; Arts Management Diploma, University of North Carolina–Chapel Hill

**Viola C. Perez (1961–1982)**

Professor of Spanish. Bachiller en Ciencias y Letras, Instituto de Santa Clara, Cuba; Doctor en Pedagogia, Universidad de la Habana, Cuba; graduate study, Spain

**H. Larimore Ragsdale (1995–2005)**

Dalton Professor of Environmental Studies. Chair of the Division of Environmental Studies, Mathematics, and Natural Sciences. B.A., Emory University; M.S., Ph.D., University of Tennessee–Knoxville

**Patricia L. Robinson (1976-2001)**

Associate Professor of Music. B.M., Greensboro College; M.M., University of North Carolina-Chapel Hill; postgraduate study, Juilliard School of Music; Teacher's Certificate, University of North Carolina-Greensboro

**C. Edward Roy (1944-1984)**

Professor of Religion and Chaplain of the College. A.B., Piedmont College; M.Div., Emory University; M.A., graduate study, George Peabody College for Teachers; D.D. Greensboro College

**Grace Munro Roy (1940-1945, 1956-1987)**

Professor of Business Administration. B.S., Winthrop College; M.S., University of Tennessee

**Geneva L. Shaw (1989-1998)**

Professor of Biology. B.A., Winthrop College; M.S., University of Tennessee-Knoxville; Ph.D., University of Kansas

**Ruth L. Still (1992-2003)**

Associate Professor of Music. B.M., Florida State University, M.M., New England Conservatory of Music

**William L. Suder (1988-1998)**

Professor of Biology. B.S., Montana State University; M.S., University of Montana; postgraduate study, South Dakota School of Mines, Central State University in Ohio, Grand Valley State University in Michigan, University of North Carolina-Chapel Hill

**L. Virginia Tillotson (1966-1999)**

Mary Emma Thornton Distinguished Service Professor of Music. Chair of the Division of Fine Arts. Coordinator of the Music Major. Artistic Director and Conductor, Brevard Chamber Orchestra. B.M., Baylor University; M.M., University of Illinois; postgraduate study, University of North Carolina-Chapel Hill, Northwestern University, Frostburg State University

**David E. Wetmore (1984-1999)**

Professor of Chemistry and Computer Science. B.A., Park College; M.A., University of Kansas; Ph.D., Texas A&M University; postgraduate study, University of California-Berkeley, Clemson University

**G. Larry Whatley (1963-2000)**

Iva Buch Seese Distinguished Service Professor of Music Theory. B.M., M.M., University of Alabama; Ph.D., Indiana University

**Margaret B. Zednik (1983-1999)**

Instructor in Philosophy. Resident Director of the Austria Program. B.A., Phillips University; Fulbright Scholar, University of Basel; M.A., University of Texas-Austin; M.A., University of Salzburg; postgraduate study, Institute of European Studies, Vienna



# ADMINISTRATION

*Initial dates of employment with the College are found in parentheses.*

## OFFICE of the PRESIDENT

**Drew L. Van Horn**, President (2002) B.A., Elon College; M. Ed., Campbell University; Ph.D., University of South Carolina

**Cheryl K. Tinsley**, Executive Administrative Assistant to the President (2004) A.A., Brevard College; B.A., University of North Carolina at Chapel Hill

## Porter Center for Performing Arts

**Steven A. MacQueen**, Managing Director (2003) B.A., Florida State University

**Linda E. Moser**, Box Office Manager and Assistant to Managing Director (1998)

**M. David Tate**, Facilities Technical Director (2003)

## OFFICE of ACADEMIC AFFAIRS

**John S. Hardt**, Vice President for Academic Affairs, Dean of the Faculty and Professor of English (2002) B.A., Centenary College of Louisiana; M.A., Texas Tech University; Ph.D., University of Missouri-Columbia

**Shirley E. Arnold**, Director of the Academic Enrichment Center (2004) B.A., Centenary College of Louisiana; M.A., University of Phoenix

**Judy W. Jones**, Administrative Assistant to the Vice President for Academic Affairs (1997)

**Susan R. Kuehn**, Director of the Office for Students with Special Needs and Disabilities and Instructor in Reading (1995) B.A., Clarke College; M.A., Northeastern Illinois University

## LIBRARY

**Michael M. McCabe**, Director of the Library (1982) B.S., Edinboro University of Pennsylvania; M.A., East Tennessee State University; M.L.I.S., University of South Carolina

**Grace G. Ekins**, Catalog Librarian (2003) B.A., University of Maryland; M.L.S., University of Maryland; additional postgraduate study, Xavier University

**June N. Greenberg**, Circulation Clerk (1998)

**Peggy Higgins**, Evening Reference Librarian (1999) B.A., East Carolina University; M.A., Winthrop University; M.L.I.S., University of North Carolina-Greensboro

**G. Brenda Spillman**, Librarian (1995) B.A., Berea College; M.L.I.S.; University of North Carolina-Greensboro

**George E. Stahlberg**, Library Technical Assistant (1988)

**Kathy A. Wilson**, Library Resources Technician (2004)

## REGISTRAR

**Adelaide H. Kersh**, Registrar and Director of Institutional Research (1960) B.A., University of North Carolina-Chapel Hill; M.M., Indiana University; postgraduate study, East Carolina University

**Susan R. Hamlett**, Records and Eligibility Coordinator (1999) B.S.W., Texas Woman's University

**Kelly R. Wheeler**, Assistant Registrar (1999) A.A.S., Asheville-Buncombe Technical College

**Bobbie Jean Whitmire**, Assistant to the Registrar (1977)

## ACADEMIC SUPPORT PERSONNEL

**Ryan Donovan**, WLEE Operations Manager (2004) B.A., Brevard College

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# INDEX

## A

Academic Advising .....	50
Academic Affairs, Office for .....	193
Academic Calendar .....	8
Academic Dismissal .....	49
Academic Enrichment Center .....	40
Academic Forgiveness Policy .....	14
Academic Practicum .....	54, 122
Academic Probation .....	48
Academic Programs .....	66
Academic Progress .....	25, 46
Academic Scholarships .....	21
Academic Standards .....	42
Academic Standing .....	47
Academic Warning .....	48
Academic Support .....	40
Academic Support Courses .....	123
Academic Support Personnel .....	193
Academic Suspension .....	49
Academic Suspension, Appeal .....	49
Accelerated Programs .....	15
Access to Educational Records .....	55
Accounting .....	124
Accreditations of the College .....	7
Achievement Awards .....	21
Adding Courses .....	50
Administration & Staff .....	193
Admissions and Financial Aid, Office of .....	194
Admission Categories .....	12
Adventure of the American Mind .....	56, 189
Advising - First Year Program .....	40
Alpha Chi .....	60
Anthropology .....	124
Appalachian Center for Environmental Solutions .....	56
Application Process .....	11
Applied Music .....	162
Archaeology .....	124
Art .....	68, 107, 124
Art History .....	108, 128
Athletic Scholarships .....	21
Athletes, Students .....	12
Athletics .....	35
Attendance .....	51
Auditing .....	51
Awards & Honors .....	59

## B

Beta Beta Beta .....	60
Biology .....	108, 130
Blackard Lecture in Sacred Music .....	57
Blue Ridge Parkway .....	39

Board, Fees, and Arrangements .....	18
Board of Trustees .....	197
Board of Visitors .....	197
Bookstore .....	36
Brevard Scholars Program .....	20
Brevard Common Experience .....	64, 132
Business and Finance, Office of .....	195
Business and Organizational Leadership .....	70, 164

## C

Cafeteria .....	36
Calendar .....	8
Campus Contacts .....	inside back cover
Campus Security .....	37, 196
Campus Services .....	196
Career and Service Learning, Office for .....	32
Castle Rock Institute .....	59, 189
Categories of Admissions .....	12
Center for Transformational Leadership .....	57
Chaplain .....	31, 194
Charges .....	17
Chemistry .....	109, 133
Children of Ministers, Missionaries .....	23
Chiaroscuro .....	34
Citizenship Award .....	61
Clarion .....	34
Class Conduct .....	52
Classification of Students .....	48
Coaching .....	109
CLEP .....	15, 52
Code of Conduct .....	37
Coltrane Commons .....	38
Common Experience Course Requirements .....	64, 132
Communications .....	134
Community Education .....	194
Commuter Classification .....	31
Competency .....	43
Computer Labs .....	41
Conditional Admission .....	14
Condition for Return .....	49
Confirmation .....	50
Contract Operations .....	196
Core Requirements .....	64
Costs .....	17
Counseling Services .....	32
Course Descriptions .....	123
Course Loads .....	48
Courses Taken Elsewhere .....	52
Credit By Examination .....	15, 52



Credit for Experiential Learning .....	15, 52
Creekside Downs .....	39
Curriculum .....	62

## D

Damages .....	19
Dean's List .....	60
Degrees Offered .....	66
Demonstration of Competency .....	43
Developmental Courses .....	41
Dining Hall .....	36
Diplomas .....	44
Directed Study .....	53, 122
Directed Withdrawal .....	49
Disabilities .....	41, 55
Dismissal, Academic .....	119
Division and Organization Awards .....	61
Dormitories (see Residence Halls)	
Drama (see Theatre)	
Dropping Courses .....	50
Dual Enrollment .....	15

## E

Early Admission .....	15
Ecology .....	73, 110, 135
Economics .....	136
Education .....	98, 137
Educational Opportunity Grants .....	24
English .....	74, 110, 139
Enrichment .....	142
Enrollment Deposit .....	15
Enrollment Fees .....	17
Ensembles, Music .....	163
Environmental Science .....	76
Environmental Studies, Mathematics, and Natural Sciences, Division of .....	66
Environmental Studies .....	77, 111, 142
Exceptions to Academic Standards .....	50
Exercise Science and Wilderness Leadership, Division of .....	66
Exercise Science .....	79, 144
Expenses .....	17
Explanation of Fees .....	17
Extenuating Circumstances .....	31

## F

Facts About the College .....	5
Faculty .....	185
Faculty Advisors .....	50
Faculty Approval .....	45
Faculty Emeriti .....	190

Family Weekend .....	35
Federal Financial Aid .....	24
Federal Pell Grants .....	24
Federal Perkins Loans .....	24
Federal PLUS Programs .....	24
Federal Stafford Student Loans .....	24
Federal Work-Study Programs .....	24
Fees .....	17
Fellowship of Christian Athletes .....	31, 34
Finance, Office of .....	195
Financial Aid .....	20
Financial Aid, Office of .....	194
Financial Aid Application .....	20
Financial Aid Procedures .....	20
Financial Aid Refund Policy .....	26
Financial Information .....	17
Financial Obligations .....	20
Fine Arts, Division of .....	66
First Year Program .....	40
Fitness Appraisal Lab .....	41, 42
Fitness Center .....	38
Fitness Leadership .....	112
Food Services .....	36
French .....	147
Freshman Admission .....	12
Full-Time Student Tuition .....	17

## G

General Education Curriculum .....	62
General Education Requirements .....	64
General Fees .....	17
General Science .....	81
Geology .....	113, 147
Good Standing .....	47
Grade Change Procedure .....	51
Grade Point Average .....	47
Grade Point Requirements .....	43
Grading System .....	46
Graduation Application .....	44
Graduation Attendance .....	45
Graduation Requirements .....	42
Graduation With Honors .....	60
Great Smoky Mountains National Park .....	39
Greek .....	148

## H

Health .....	148
Health Insurance .....	37
Health Science Studies .....	82, 149
Health Service Fee .....	18
History .....	83, 113, 149
Homecoming Weekend .....	35
Home-Schooled Students, Admission .....	12
Honor Council .....	38

Honors Program .....	59
Honor Roll .....	60
Honor Societies .....	60
Honors and Awards .....	59
Housing .....	18, 30
Humanities .....	153
Humanities, Division of .....	66

## I

Immunization Requirement .....	16
Incomplete Grade .....	51
Independent Study .....	54, 122
Individualized Learning Opportunities .....	122
Information Technology .....	113, 153
Information Technology, Office of .....	195
Internship .....	54
Institute for Sacred Music .....	57
Institutional Advancement, Office of .....	196
Insurance .....	19, 37
Integrated Studies .....	86, 155
Intercollegiate and Intramural Athletics .....	195
International Students .....	13
Intramurals .....	35

## J

Java City .....	36
Junior Classification .....	48

## K

Key Office Contacts .....	inside back cover
King's Creek .....	39
King's Creek Books .....	36

## L

Lab Attendance .....	51
Labs, Computer .....	41
Labs, Design .....	41
Lab, Fitness Appraisal .....	42
Lab, Math .....	40
Lab, Music Composition .....	41
Lab, Writing .....	40
Late Registration Fee .....	19
Latin .....	155
Lectureships .....	34
Learning Skills .....	155

Library .....	5, 41, 193
Loans .....	24

## M

Major Programs .....	68
Major Requirements .....	43
Management and Organizational Leadership .....	114
Mathematics .....	88, 115, 156
Marshals, Student .....	61
Medical Services .....	36
Memberships .....	7
Methodist Scholarships .....	22
Minor Programs .....	107
Mission .....	4
Music .....	90, 115, 157
Music, Applied .....	162
Music Composition Lab .....	41
Music, Ensembles .....	163

## N

NAIA .....	35
Natural History .....	116
Need-Based Grants and Scholarships .....	22
Nontraditional Students, Admissions .....	13
Normal Progress .....	47
North Carolina Financial Aid Programs .....	24

## O

Omicron Delta Kappa .....	61
Organizational Awards .....	61
Organizations .....	33
Organizational Leadership .....	164
Office for Career and Service Learning .....	32
Office for Students with Special Needs and Disabilities .....	41

## P

Parking Fee .....	18
Part-time Non-Degreed Students .....	14
Part-time Student Tuition .....	18
Pass/Fail Option .....	47
Payments .....	19
Pell Grants .....	24

Personal Fitness .....	116
Philosophy .....	167
Physical Education .....	168
Physics .....	169
Pisgah Forest Institute .....	58, 189
Pisgah National Forest .....	39
Placement Center (Career Services) .....	32
Policy Center on the First Year of College .....	58, 190
Political Science .....	169
Porter Center for Performing Arts .....	57
Practicum .....	54
Prayer Garden .....	39
Pre-Law .....	117
Pre-Professional Studies .....	67
Pre-Law, Pre-Dentistry, Pre-Medicine, Pre-Nursing, Pre-Veterinary .....	67
President, Office of .....	193
The Presidential Award for Scholarship .....	61
Presidential Awards .....	61
Probation, Academic .....	48
Psychology .....	94, 118, 170
Public Safety .....	37
Publications .....	34
Purgason Family Life Lecture .....	34

## Q

## R

Reading .....	174
Readmission .....	14, 49
Recurring and Variable Credit .....	44
Refund Policy .....	26
Registrar .....	193
Religion .....	174
Religious Life .....	31
Religious Studies .....	95, 119
Repeating Courses .....	44
Residence Halls .....	6, 30
Residence Life .....	30
Residential Quad .....	39
Residential Student Classification .....	30
Residence Requirements .....	30, 43
Restrictions in Length of Resident Status .....	30
Room Charges .....	18
Room Condition Reports (Damages) .....	19

## S

Sacred Music, Institute for .....	57
Satisfactory Academic Progress Policy .....	25, 48
Scholarship Funds .....	27
Security .....	37, 196
Senior Classification .....	48
Social Sciences .....	119
Social Sciences, Division .....	67
Sociology .....	177
Sophomore Classification .....	48
Spanish .....	178
Special Charges .....	19
Special Events .....	34
Special Needs/Disabilities .....	41
Special Programs and Opportunities .....	56
Special Scholarships Programs .....	23
Special Tuition .....	18
Spring Fest .....	35
Sport and Event Management .....	119
Student Clubs and Organizations .....	33
Student Advising .....	50
Student Code of Conduct .....	37
Student Government Association .....	19, 33
Student Insurance .....	19
Student Life and Involvement .....	33
Student Life, Office of .....	194
Student Loan .....	24
Student Marshals .....	61
Student Publications .....	34
Student Services .....	36
Student Spaces .....	38
Study Abroad .....	53
Summer Candidates .....	45
Suspension, Academic .....	49

## T

Teacher Assistantship .....	54, 122
Talent Awards .....	22
Teacher Education Licensure .....	98
Teacher Licensure Programs .....	67
Teams, Intercollegiate .....	35
Telecommunications Fee .....	18
Tentative Academic Calendar .....	10
Theatre Arts .....	178
Theatre Studies .....	103
Theatre .....	120
Transcripts .....	55
Transfer Admission .....	12
Transfer Scholarships .....	22
Transfer Students .....	12
Transfer Credit .....	44
Transformational Leadership .....	57
Transients .....	13



Tuition .....	17
Tuition, Part-time Student .....	18
Tuition, Special .....	18
Tuition Reimbursements .....	20
Trustees, Board of .....	197

# U

Underground .....	39
-------------------	----

# V

Vehicles .....	37
Veteran's Benefits .....	23
Variable Credit Courses .....	44
Visitors, Board of .....	197
Voice of the Rivers .....	58
Voluntary Withdrawal .....	49

# W

Wetland Garden .....	39
Wilderness Leadership .....	105, 120, 181
Withdrawal from College .....	26, 49
Withdrawal from Course .....	50
Withdrawal Grade .....	46
Work-Study .....	22
Writing Lab .....	40

# X, Y, Z

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